

REPORT ON THE RESEARCH PROJECT

"Socio-Economic Background  
of  
Married Women Students of the University  
and  
Their Educational Problems"

Co-sponsored by:

The National Council of Educational  
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Bombay,

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After Independence a new phase in the history of the education of woman has begun. It is now no longer necessary to carry on a crusade for the need of educating women. The emphasis has now shifted from preparing a case for the education of women to the problems relating to its expansion.

The entry of woman in the world of higher education is fraught with many difficulties. The gap between the education of boys and girls, the relevance of the curriculum to the specific needs of women, the shortage of educated women for taking up responsible positions in various professions and such other problems confront the planners in this field. One very significant aspect of women's education is that of relating education more and more to the different phases of life of a woman. To give an instance, the requirements of married women who intend to take education are peculiar. Often girls who join a college get married before they finish their education. However, after a lapse of years, they desire to continue their unfinished education. These are the students who occupy two or more positions in life simultaneously and therefore have to perform multiple roles. The present study attempts to highlight the social background of such students and the situation arising out of the dual role.

The S.N.D.T. Women's University has been a pioneering institution in the field of women's higher education. This institution has done various experiments in this sphere. The University has been specially interested in giving opportunities of learning to wider sections of the women of India. Naturally, therefore, the authorities of this University were interested in studying the problems of married women students. It was felt that such a study would help them in understanding the nature of the demands made on this category of students.

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The most vital task of collecting the required data from the respondents was handled very ably by a group of eighteen investigators. It was through their enthusiasm and zeal that we were able to complete the work of data collection within the short period of three months. In this connection, I am specially obliged to Mrs. Suma Chitnis of the Tata Institute of Social Science for sharing her valuable experience with us and particularly in the help she rendered in training the investigators.

I would specially like to record my deep sense of gratitude to the members of the Committee, Miss Shakuntala Mehta, Dr.(Mrs.) Dhairyabala Vora and Mrs. Harshida Pandit. All the three members were involved in the project from the very beginning. Their advice, mature guidance and willing co-operation in such processes as conducting the pilot enquiry, designing the final questionnaire and tabulation, and the preparation of the final report have been of crucial significance. Their collaboration has also proved <sup>the</sup> usefulness of interdisciplinary approach in such studies. I am particularly indebted to Kum. Shakuntala Mehta who along with her intellectual contribution lent co-operation in administrative matters also.

The research co-ordinator would specially like to record her appreciation of co-operation given by Dr.(Mrs.) C.A. Hate and Dr. Devdas Pillai in preparing the final report.

The Research Assistants, Miss Yogini Thanawalla, Miss Deepa Basrur and Miss Sudha Sabnis were directly connected with the actual organising of the research and due to their care and involvement in the details, the project was completed without much difficulty and delay.

It is my honest feeling that the project would not have been initiated without the interest of our Registrar, Smt.K.H. Bhansali. Without her co-operation at crucial phases of the project, the Committee would have faced major crisis in seeing it through. Our special thanks are due to Mrs. Bhansali and also to the University Office.

The study is a pioneering effort in this field and so is likely to have some short-comings. Our attempt would be amply rewarded if this study proves helpful in pursuing further research in this area.

Bombay,

Neera Desai

December, 1969

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Section I - MARRIED WOMEN IN THE FIELD OF HIGHER EDUCATION

Background of woman's education in India

The Education Commission (1964-66) has aptly remarked that 'In the modern world, the role of women goes much beyond the home and bringing up of children. She is now adopting a career of her own and sharing equally with man the responsibility for the development of society in all its aspects.'<sup>1</sup>

Agreeing basically with the remark of the report, it must be acknowledged that the sentiments expressed in the statement, are still to be actualized in India. It is true that while women in other advanced countries are slowly reaching this state of taking up of responsibility with man 'for the development of society in all its aspects', in India, women still lag far behind in sharing such wider commitments. This fact is also recognized rightly by the Commission when it observes that 'shortages of educated women available for taking up positions of directing organizational responsibilities in various professions and occupations, however, point to the need for special efforts to expand woman's education at the College and University stage'.<sup>2</sup>

Education is the chief gateway to acquiring all responsible positions in various fields in modernizing societies. Higher education has become an essential qualification for performing all significant roles which

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1 Report of the Education Commission (1964-66)

Page - 135

2 Ibid - Page 313

contribute to the society in the crucial aspects of its development. To appraise the present situation about women of India taking larger responsibilities, it is essential to have a brief look at the state of education of women in India today.

It should be noted that inspite of many sentiments expressed in favour of woman's education, the real fact about state of her education is very discomfoting, Statistics give us the following picture.

Even after a couple of decades of India's Independonce, the overall literacy was only 24% in 1961. 76 per cent of the population is still without any literacy and this is worth-noting. An the facts about female literacy adds a new dimension to this gloomy picture. As against 34 per cent of literacy among men, only 13 per cent of women are literate. Further at every stage of the educational ladder, this gap widens. In 1961, in the relevant age group taking to higher education, the proportion of students considerably decline. And in this depleted number also the proportion of girl students formed only 23 per cent in the Arts Colleges and 12 per cent in the professional courses'. 3 Further, the percentage of women students to total enrolment of the universities was 22.2 per cent.

India is overwhelmingly rural. Nearly 80 per cent of the population of India lives in hamlets and villages. If we try to study the state of woman's education from this dimension to picture will appear still more dark. In 1961, in the urban population male literacy rate was 57.49 per cent, while female literacy rate was 34.51 per cent. In

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3 ibid P. 136

rural areas male literacy was 29.07 per cent and female literacy was just 8.54 per cent.<sup>4</sup>

The state of affairs regarding women's education today, reveals that mere sentimental ~~exhortation~~ <sup>for</sup> the need of women's education will not serve the purpose. Further this picture also warns us against <sup>the</sup> ~~smug~~ complacence felt by a number of leaders that nothing special <sup>need</sup> ~~be~~ attempted to enhance the education of women. These figures disclosing the sorry state of women's education, also deserves to be properly comprehended; not merely, to make special efforts to strive for extending the educational opportunities for women, but also to change the underlying assumptions <sup>for</sup> providing the ~~rational~~ <sup>rationale</sup> /giving education to women. This point requires to be highlighted because of certain historical facts.

The striving for woman's education began from early 19th century. One of the major planks of the social reform movement was education for women. However during ~~the~~ <sup>the</sup> 19th century and even larger part of /20th century, the social reformers, the political leaders as well as educationists who were crusading for women's education were arguing for woman's education not from the point of view of its utility to woman as a citizen, as a participant in the wider social life along with man. They argued for woman's education because they felt that 'a literate woman is a surer guarantee of the rising generation than a literate man.'<sup>5</sup> The influence of education on woman's role as a socializer in the family life, and its indirect impact on larger society was evidently highlighted.

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4 Golden Jubilee ~~Commemoration~~ <sup>Volume</sup> P. 127  
SNDT Women's University - Kamat A.R. P. 88

5. *ibid* P. 128

While recognizing the great role played by the social reformers and other leaders in generating a climate favourable for women's education, and also while appreciating the meritorious endeavours made by these champions of women's education, it should be recognized that their efforts in practice touched only the fringe of the problem, and further the values underlying their championing of woman's education also required to be considerably altered. Education for woman is not to be viewed only in terms of its impact upon woman as a family member - a mother or a wife, but it has to be assessed as a factor having vital impact on woman as a citizen, as a person participating in responsible positions, shoulder to shoulder with man in wider society.

The Education Commission has rightly indicated the need for such new grounds for woman's education as expressed in the sentence mentioned in the opening para. It has also stressed the necessity of special efforts to spread education among women. It effectively states that 'bold and determined effort should be made to face the difficulties involved and to close the existing gap between the education for men and women in as short time as possible'.<sup>6</sup>

#### THE GOALS OF WOMAN'S EDUCATION

With a view to expediting through special efforts the spread of woman's education, it is necessary, as referred to above, to clearly comprehend the goals of education for woman. This has become urgent because the planners in underdeveloped countries are faced with very difficult choices to allocate scarce resources to various alternative ends connected with problems of development. Expenditure on education is also viewed as an investment in human resources so that they may become more efficacious in developmental targets.

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<sup>6</sup> Education Commission Report Opt. cit P. 138

When we examine the goals laid down for woman's education from the statements and assertions of leaders, we find three objectives of education for woman are recognised.

(1) Ideological acceptance of the value of liberal education as an instrument of securing knowledge and broaden the horizon of one's perspective and outlook. "Education for the sake of knowledge" is keynote of this goal.

(2) Education is also considered necessary vehicle for imparting appropriate skills and know how for job preparation. It is now generally recognized that in present, modernizing society, woman should be able to stand on her own legs economically, or should be prepared to be economically self-reliant in the event of some personal calamity like widowhood, separation or divorce. Further, in case of a debacle taking place for instance, in the form of the bread winner experiencing economic disaster, she can supplement the income of the family.

Education for woman for job preparation is therefore considered as one of the objectives.

(3) A new phenomenon has occurred in modernising society. A group of highly educated young men occupying various echelons in modern organizations and professions is growing especially after Independence. Education for woman is increasingly becoming a necessary prerequisite for securing bridegrooms from this stratum. Education is thus becoming a prestige symbol. Higher education is also becoming necessary for a highly placed husband to provide prestige, overtones of smartness and social exchange in certain cultured circles.

However it should be clear that even these three goals asserted by leaders and propagators of spread of education hardly touch the fringe of the problem of woman's education. Further the efforts made to spread education are also not sufficient.

For instance, as we have observed, higher education is still a luxury for a very very tiny segment of women, and that too coming from upper and middle classes and upper castes. The enrolment for higher education in the age group 18-23 is only 1.4 per cent. That means nearly 98.6 per cent of women belonging to this age group have no access to higher education. As indicated by the Education Commission Report 'the socio-economic position of the students in higher education is that they belong to upper castes, upper and middle income level groups and are pre-eminently from professional and service groups'.<sup>7</sup> In this overall general backwardness <sup>as regards</sup> higher education for women, it is hardly credible ~~that~~ the goal of liberal education viz. for knowledge is being pursued as an objective for spreading education. It is also not conceivable that this climate provides incentives for pursuing education for woman.

The education as an equipment for earning livelihood though relatively becoming more and more significant in a society which is gradually switching over to money-based economy, is still in India very narrowly based. In India, which is still predominantly rural, and where primary production still does not require formal education and training, formal education and more particularly higher education has no relevance to job. For <sup>the</sup> majority of women employees engaged in agricultural, artisan, extractive or

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7 Report of the Education Commission Opt. cit P.



plantation and other types of employments there is no direct link between education and employment. The women employed in these jobs do not require formal education or formal training. These women do not see even the relevance of education for their jobs. Similarly there is still a strong prejudice in the minds of upper caste and upper class families against women taking to jobs and secure employment. Even ladies feel a sense of guilt complex if they take to jobs. They feel that they are betraying their prestigious wifely functions and all social commitments connected with these functions if they take to jobs. These women may take to higher education for lending prestige to them. These women, when educated, would prefer to <sup>do</sup> some respectable honorary work, some "social work" or spend their time in a round of luxurious, socially superficial pursuits.

Education as an equipment for earning livelihood, has become important for middle class ladies, for whom jobs and income to supplement the family needs have become very important. It has become important for those strata and also to a section of upper strata because employment, job, ability to have independent earning gives new dimension to their status in the <sup>social</sup> surrounding.

In brief in the Indian context it should be realized that even the objective of education for training for job is also highly restricted and limited to a small section <sup>the</sup> basically connected with tertiary sector of occupations.

The third objective of education viz. lending prestige to the bride either for marriage market or equip her to become appropriate companion for prestigious social roles of the husband. affects such a small section of Indian population that it need not be considered a significant

incentive for education for overwhelming majority of Indian people. Without denying the significance of this section as a reference group for middle strata, we can assert that this factor is relatively very insignificant for the vast majority of Indians.

In short, we can state, without being basically challenged, that the goals of education laid down above have very limited potentialities for working as incentives for the rapid spread of education among woman. We can also say that, barring a very small section of the Indian Community, the situation prevailing in India provides very little incentives for family members to make conscious efforts to give higher education to women. Even the slogans like 'Education for women' having tremendous role in educating the younger generation appears to be more as shibboleths more jargon than any powerful assertion. It appears, that even planners, consciously or unconsciously evolve half-hearted approaches to women's higher education.

The above limitations, and built in obstacles to higher education, lend credence to the saying that higher education for a woman is a good activity for a woman who is passing through a waiting period before securing a bride-groom from a prestigious group.

We have given the broad framework within which woman's education is attempted to be spread. However, we have to acknowledge that after Independence, a more systematic effort to spread education is launched in the country. Compulsory primary education is attempted to be introduced throughout India. Further with the growth of relatively massive tertiary sector of employment compared to the British period, many opportunities have opened up in service sectors.

Opportunities of jobs in services of various kinds requiring education have increased considerably. More and more women are recruited to the service sector, causing an urgent need for the spread of education among women belonging to upper and middle sections. Compared to the total population of the country, this section may be small, may be restricted to urban areas, and may come from upper and middle income groups and caste background but numerically it is sufficiently big in the context of educational facilities available to raise a number of acute problems. Further, these groups from which woman comes for education also are exposed to numerous influences - crucial influences which generate change in economy, polity, social-institutional framework and cultural patterns. And hence the girls taking to education also have a setting wherein they are exposed to many conflicting currents generating awareness as a result of these influences.

A systematic study of the educational facilities, and the social milieu, and the pattern of norms under which these women are taking education has become urgent.

#### Married woman as a student

An important feature which is observable with regard to woman students taking to higher education is that a small but significant segment of the students are also married students. The number of married women taking to education appears to be slowly increasing.

While recognizing the fact that the marriage has some effect on the interruption of educational pursuit, it should be acknowledged that the act of marriage itself may not become the major factor of academic mortality for certain sections

of women who are pursuing the education. We are beginning to come across a phenomenon where an educated girl after marriage does not permanently drop out from education process. She does interrupt her education but she is again eager to pursue her education. Such cases are growing in number. So many factors are leading married women to take to higher education.

A growing tendency of a liberal approach is discernable, which is permissive of further education for married woman. Sometimes economic and social necessities also create conditions compelling woman to reenter the field of higher education. Social climate in metropolitan centres like Bombay, Delhi, Ahmedabad, Poona, Calcutta, Madras and others is becoming favourable for married woman to take to higher education. It is also seen that in the atmosphere of urbanization and industrialization in the country and growing shift in the value system nuclear family pattern is emerging as a family type in at least upper and middle income groups. This nuclear family atmosphere is found to be as providing relatively greater scope and freedom to women. This may also lead to the pursuit of higher education. Of course, in the Indian setting, the husband's co-operation and overall expectation by the family members considerably condition these opportunities. Further, though child-birth and upbringing of children in the earlier phases do obstruct the pursuit of education, it is increasingly felt that after children grow up, middle aged women feel the long stretch of time at their disposal which they would like to use for pursuing their

education. A number of other factors, like <sup>the</sup> rising cost of living, limited family income or family catastrophe in economic terms also may impel married women to re-enter the portals of educational institutions. Similarly in urban areas, another feature is acquiring significance among professional and salariat sections. The spouses might be out in office or in districts <sup>for</sup> their professional or office work for long hours of the day or even for days.

To fruitfully utilize such long spells of time, those married women may desire to join institutes providing higher education. Many a times educational institutions provide certain special facilities which help married woman to take to higher education. In short, we may state that the sentiments expressed in the earlier epoch that marriage means stoppage of the education for women, is not completely true. We are entering a new phase of development, wherein, due to a number of reasons mentioned above, married women would develop greater and greater desire to pursue or recontinue their higher education. More and more married women, particularly from higher and middle stratum would wish to join the ranks of students. This situation has become very pronounced in Western Countries after World War II and similarly in India. As vividly

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\* Here we should take note of the phenomenon described by eminent scholars as "Early thirty crises". It describes a situation wherein a married woman, has acquired stability in her life, due to her having played her role as a mother but around the age of 35 enter the phase of cessation of child-bearing thus limiting her reprieve. Such "early thirty crisis" necessitates assistance to women in this phase of life cycle in the form of enlarged educational opportunities. As Margaret Mead remarks, "If some treatment of women that differentiated them from men were considered necessary, compensation for this was very carefully suggested. For example, the Committee on Education pointed out that if the demand of early marriage mean an earlier removal of women from school, this must be compensated for by better educational for them at a latter stage".

described by Christopherson Vandivar and Kruger, "Prior to World War II marriage among college students was not wide spread. Indeed on some Campusus/<sup>students</sup>who married were immediately dismissed.\* In the middle of 1940's the veterans the war began to return to college, some to begin and others to continue their education". 8

In western countries of course the reasons which provided better climate for married students to pursue their studies were different such as indicated above. We may mention that in India also, though on a mere restricted scale, the climate for married woman to take to education is slowly growing. We can specially mention two types of facilities created in India in some places which have enabled married women to swell the ranks of students. (1) The facilities provided by some academic institutions to allow students to appear as private candidates in examination without requiring regular class attendance. This type of facility operates as an inducement for a number of reasons. It helps the married women to regulate her time of preparation for studies without basically affecting her family routine. It also helps her to overcome her inhibitions arising out of relatively older age, or motherhood or stigmas owing to her widowhood, divorced state or other socially disapproved status. (2) The slow recognition of significance of woman's role as teachers, in the context of expanding educational opportunities, has opened an avenue for married women to pursue higher education in the training colleges for teachers.

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\* This reminds one of the Indian situation in late 19th and early 20th Century when social reformers were advocating for dismissal of male students if they are married.

8 The married College student, 1959  
Christopherson, Vandiver, Krüger  
Marriage and family Living May 1960 P. 122

Thus after Independence, a climate is being created for woman and also for married women of certain strata to take to higher education. The above mentioned facilities have created concrete conditions for married women to take to higher education. However efforts to examine the problems faced by married women taking to higher education seem to be almost negligible. As rightly pointed out "Prescious little attention has been given to designing educational opportunities to meet the needs of married women. Rather, we have assumed that if she marries early she is not interested in continuing her education. The possibility that the choice could be a question of timings rather than goals has not received serious attention". Marriage is considered as the terminal point of academic pursuit of women. If more and more married women are likely to pursue higher education, certain crucial problems shall have to be handled by mentors of formal educational systems,

and by those who shape the institutional and cultural life of married women at their homes and in their wider life.

A married woman as student has to play two or more distinct roles simultaneously. She will be expected to perform her role as wife and mother in the family and her role as student, in the context of academic institutions. For the effective performance of these two roles specific commitments, intellectual, emotional, normative and behavioural are demanded of her. These two roles acquire special significance in Indian context where the prevailing norms even create initial hurdle and make extra claims on woman because she is born a woman whether married or not and is expected to be different from boys who take to education.

As pointed out very correctly by Kothari Commission special efforts are required for spreading education among girls. It is our belief that much more concentrated and special efforts is required to gear up educational set up if we want to extend education to married women because marriage creates special problems for them and bars them from pursuing higher education.

How a woman's two roles as wife-mother in the family and as a student mutually affect each other and what are the reactions on the married women, and how she is attempting to fulfil the demands made by these roles is facinating subject which though acknowledged as such is still not studied empirically adequately. The object of our enquiry was to make an exploratory study of this theme on the basis of a concrete enquiry into the real situation as is prevailing in this category of students who are actually trying to perform these two roles.

Before we describe our study, it would be appropriate to clarify some of the crucial concepts which form the basis of our hypothesis and scope of enquiry.

## Section - II

### ROLE, ROLE-CONFLICT AND REDUCTION OF ROLE STRAIN

The term 'role' has been defined differently by different writers in social science literature. There are



some writers like Linton, Newcomb, Komarovsky who describe role as the ways of behaviour expected of any individual who occupies a certain position.<sup>9</sup> This definition emphasises normative aspect of role. Another group of writers like Talcott Parsons and Sargent treat role as the "pattern or type of social behaviour which seems situationally appropriate to him in terms of the demands and expectations of those in his group."<sup>10</sup> While there is a third group of thinkers who emphasise role as the behaviour of actors occupying social position.<sup>11</sup> Thus as the authors of "Explorations in role analysis" point out "a role defined in this way does not refer to normative patterns, for what actors should do, nor to an actor's orientation to his situation, but to what actors actually do as position occupants".<sup>12</sup>

The present study accepts the first definition as the expectation assigned by society to the individual on the basis of the position he/she occupies in it. The actual behaviour of the incumbent would be characterised as "role performance".

The next term which calls for clarification is the "role-conflict". This term is also used differently by different writers. There are some who define role conflict as incompatible expectations perceived by the observer.<sup>13</sup> While other thinkers consider role conflict to mean situations in which the actor perceives incompatible expectations. Parsons defines role conflict as, "the exposure of the actor to conflicting sets of legitimised role expectations such that complete fulfilment of both is realistically impossible."<sup>14</sup>

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9. Exploration in role analysis. Neal Gross, Ward Mason and Alexander McEachern P. 12-13.

10. Ibid., P. 13

11. Ibid., P. 14

12. Ibid., P. 14

13. A.S.R., P. 373

14. Biddle and Thomas Role Theory Concepts and Research P. 275.

Goode develops a theory of Role-strain on the ground that individual occupying multiple positions is likely "to face a wide, distractions and sometimes conflicting array of role obligations. If he confirms fully or adequately in one direction, fulfilment will be difficult in another." Therefore Goode adds, "even when role demands are not onerous, difficult or displeasing, they are required at particular times and places."<sup>15</sup>

In this enquiry we are concerned with incompatible expectations derived from multiple position occupancy. We are interested to know how expectation from an actor in two positions (for example as wife and as student) are incompatible. It is conceived as inter-role conflict since the source of dilemma stems from her occupancy of more than one positions.

The final concept which we need to clarify is that of behaviour of an actor in role-conflict situation. Examination of the concept of behaviour of an actor in role-conflict situation is ticklish. The difficulty arises because the individual's reaction to role pressure is dependant on various factors. The norm commitment of the actor, the appraisal of norm, the degree of disapproval for deviation from non-performance of a role and the attitude of the peripheral net work, all influence the actor's behaviour. In a role conflict situation, a person may behave in a number of ways. The actor may conform to the norms of a particular role demands. He may also compromise thus acting in such a manner that he partially fulfills conflicting demands of various roles. Allocation of the claim of different role expectations

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15 *American Sociological Review* Vol.25  
A theory of Role strain - 1960  
William Goode P. 485

is also another way out of role-conflict situation. However, it is our modest assumption that in determining behaviour in such situation, the commitment of an individual to the role, plays a very significant part. And the shaping of commitment to the role depends considerably upon the dominant value system of the society.

### Section - III - SCOPE OF THE PRESENT STUDY

#### Hypotheses in the study

Having attempted to clarify the central concepts, we will now present our hypothesis on which the current study is based. We assume the following:

- 1) The married woman student, occupies two different positions in society, one as a student, and another as wife and/or mother.
- 2) Role conflict is inherent for the incumbent of two positions inspite of the contentions made by some western scholars, denying this.<sup>16</sup> We feel that since both the normative structure of family and educational system have different claims upon the educand the role conflict is inevitable. The role of a wife or mother requires a woman to give priorities to her family requirements, while in her role as a student she is expected to gather knowledge and develop proficiency in courses which she is taking, and also acquire these things in proper formal procedures laid down for students' role. As a student she has to go to College, attend classes, and she has to read and sit in the library, She has to write tutorial or seminar papers, she might have to attend to

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16. Journal of Educational Sociology R ollin Chamblis P. 409.  
Also ref. Journal of Marriage and Family living Feb. 1966  
P.67.

practical lessons if they are essential as in a Teacher's Training College. She is also expected to take part in extra-curricular activities such as sports, debates, social work entertainment programmes etc. Similarly as a wife or mother she has to perform many tasks. Along with these dual responsibilities, a third role is also added at times. She is also supposed to perform the role of an employee if she is engaged in a job. All these imply that various positions occupied by the incumbent require role fulfilment at a particular time and in a particular place. They have to be adjusted according to allocation of claims on the basis of priorities. The person who wants to perform her role of a student has to go to college, leave house and attend the class at a particular time. The employee has to reach office at specific hour such as 10 a.m. or so, whatever the circumstances. Thus the conflict arises in this particular situation because the different role demands have to be satisfied many a time simultaneously at different places.

3) It is our assumption that the role conflicts for incumbent (married woman student) of two or more positions is likely to lead to stresses and strains. It may so happen that the incumbent might have arrived at a delicate balance of various tasks, but there are situations when the balance is disturbed generating strain in the mind of the incumbent. If the family has accepted the student role of the wife, ordinarily it may not create strain. However, if a guest comes, or there is illness in the family, or when the examination is approaching the incumbent feels the strains of the situation.

There are situations which are likely to generate positive strains in the minds of the incumbent of two

positions. For instance, the incumbent must have ordinarily made adjustments in her family routine, when she has accepted the student role, and she might have arrived at a particular type of balance in the two roles, <sup>as mentioned earlier</sup> But if some extra-ordinary situation develops in the home, the incumbent.

suddenly feels the strain of the situation. Similar situation may occur if there are certain extra-ordinary development taking place in her college situation.

Thirdly the incumbent is likely to feel the role conflict in another type of situation. For instance, if all the family members or some of the important family members do not approve of her educational pursuits, and also are positively hostile to her continuance of such activity there is a constant strain, on the part of incumbent when persisting in her role as a student inspite of opposition.

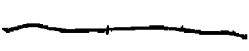
Similarly the incumbent may feel the strain if the educational authority takes a positively hostile attitude towards her role as married woman and the commitments inherent in that.

4) There are various ways of meeting the conflict situation. She might have greater commitment to one role demand and may therefore sacrifice the demands of the other role. Secondly she might have acquired a new sense of fulfilment and may feel happy that she is able to avail of the educational opportunities. Thirdly the incumbent though feeling the contradictions inherent in the situation might have subjectively resigned to the inevitable. Fourthly she may prefer to conform to family norms and may give secondary importance to her student role. Fifthly sometimes certain

peculiar facilities provided by educational institutions as well as lesser expectations by the institutions from the incumbent in fulfilling numerous demands necessary for student role may also lessen the strain involved in two roles,

To sum up, our major assumption is that the incumbent occupying two positions demanding multiple roles, objectively experience certain dilemmas. The actor may be aware or not of this dilemma, but, the actor of these roles, has to unconsciously or consciously adjust with her role performances on a lower key. Or, she has to experience in various degrees of acuteness the conflicts inherent in the situation. Further certain extraordinary situations may aggravate the subjective tensions to a considerable extent leading to a perpetual internal strain corroding the mind of the ~~role-players~~ <sup>in</sup> the process of performance of multiple roles.

#### FOCUS OF ENQUIRY :

The present study is undertaken to enquire into the problems of married women performing their students role. It attempts to focus  on the following aspects of married women students.

- (1) The Socio-Economic background of the married women students;
- (2) The way in which married women's students are performing their two roles;
- (3) The issues emerging out of the performance of two role situations;
- (4) The nature of adjustment made by the three parties concerned viz. the educand, the family members and the administrators of the educational institutions;

- (5) The awareness or otherwise of the role tensions by the married woman student.

From the enquiry, the study also attempts to find out if there could be some alternations made in the two surroundings viz. family and educational systems. This aspect of the enquiry acquires relevance because of our assumption that there is some tension generating situation in the performance of two roles. We were interested in finding out whether certain modifications or facilities created in home or educational institution would not help reducing or softening of tension for the incumbent of the <sup>two</sup> positions.

#### IMPORTANCE OF ENQUIRY:

The present study acquires significance for a number of reasons.

(a) As pointed out in the earlier section, the present rulers have proclaimed that they are keenly interested in spreading education among women. If we assume that government succeeds in its endeavour to widen the facilities of education to larger section of women, and if we assume that the average age of marriage is not likely to be beyond twently in near future, it is very likely that a sizable number of married women may desire and strive for completing higher education. An empirical study finding out the present state of educational environment for married women would be very valuable for providing objective material to those who are trying to spread education among women. From this angle our study has relevance.

(2) If we realize the growing economic pressures on the middle-class home and the consequent need to supplement family income to maintain the standard of living or in some cases to raise it (due to rising aspirations) there is every liklihood that married women

will try to earn and look for jobs. The white collar jobs as well as the professions require higher education as one of the qualifications. The girls who were forced to discontinue their education because of marriage may after sometime feel it necessary to enter the portals of higher education for reasons mentioned above.

(3) Projection into a third reason for married women in larger number taking to higher education can also be indicated. \_\_\_\_\_) It is felt by many, that considerable number of women, due to cultural and other reasons develop desire to restart their education. C.A. Dandiya, while pointing out the role of continuing education for women in India, remarks, "A large number of highly educated women, who are through with early responsibilities of rearing a family are now available in the country.... It is estimated that 1.5 million of this human resources is available. These women have ample leisure time, which makes them bored and feel purposeless. Hence in order to give more meaning to their lives and to utilize their much needed talent for the developing programmes of the country, continuing education and retraining for suitable and available jobs is a national responsibility". 17

All these indicate that in future more and more married woman may take to higher education.

The present study has been undertaken on the basis of this growing number of married woman likely to come to higher education. It was felt that an exploratory study to provide a first-hand account of married woman students will



help us to acquire a proper focus of the environment in which married women, students are carrying on their education.

It was also felt that such enquiry may shed light on a number of problems which such students confront. Further, it was presumed that such first-hand and objective picture of the married women students may help to suggest to all those who are interested in the cause of spreading education among married women to locate the specific problems of the group of students and to assist them towards better performance of roles.

It is our submission, that the present enquiry is a modest but pioneering venture in the field of educational sociology. We are aware that a number of studies have been made, concentrating on the socio-economic background of students. We are also acquainted with some fruitful studies examining the problems of student community.

However, it is our humble feeling that the category of married students and specially married woman students has not still attracted researchers to a significant extent. Even in Western European countries including U.S.A. the researches on problems of married women students are still in their gestation period. The few studies are done on this topic in U.S.A. do not explore the subject from the angle which we have taken for our study. For instance in the valuable compilation made by William H. Marshall and Marcia P. King on the theme "Under-graduate student marriage" the compilers have recorded the studies on undergraduate students marriage from 1939 upto 1965. The main aspects covered are (1) Socio-economic background of

the students, (2) financial aspects of the student marriages, (3) academic achievement, aspirations as well as marital and social adjustment of the subjects. Further the studies in the U.S.A. are focussed on 'veterans' and consequently they concentrate on male "students" returning from War rather than on women students. In the 25 studies mentioned, in one case where the sample has not been described, out of the remaining 24, we find that only 6 studies have included married female students in their sample.<sup>18</sup>

Our study, thus can be claimed to be a pioneer study in a field which still remains unexplored by scholars, more particularly in India.

By virtue of it being a study in an uncharted field, it is also in the nature of an exploratory study, having no previous reference to sharpen our tools of enquiry on a very sophisticated level. Further, because of its pioneering nature and other limitations, our study does not intend to probe in great depth of the problem, which have immense psychological and sociological implications when viewed from role performance.

The study attempts a first level enquiry. It modestly tries to describe role-demands of the married women students, to locate the objective existence of the stresses and strains if there are any, and the appraisal of the strain felt by the married women student as a result of the incompatibility of level of the two roles, at the performance.

We realize that the study could have acquired greater significance, if we had also selected a small controlled group of unmarried women students and compared their family

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situation and awareness with that of married women students. However we had to limit our study to present size because of the difficulties of time, resources and others.

The present study is thus pioneering exploratory study with all the limitations of such venture. Our effort is to apply the fruitful approach of theory of role in the particular situation, and find out the impact of social background, the perception and appraisal of the role conflict by social actors performing these roles.

It is our hunch that the type of family, the income level of the family, the expectations of family members and educational authorities and ~~such other~~ <sup>forces</sup> have considerable influence on the role-conflict situation.

We hope this endeavour on our part will contribute to greater understanding of the problems of married women and their students' role.

In the next chapter we will describe the methodology employed in our study.

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## CHAPTER - II

### A NOTE ON RESEARCH DESIGN

#### INTRODUCTION :

The previous chapter has outlined the major problems and the lines of enquiry which prompted the present study. In it we indicated how we were focussing our attention on a new category called married women students. This group in modernizing India, facing the problems of two roles, became our central theme of study. With a view to assessing the way in which the two roles were performed by this group, we elaborated certain conceptual propositions, sample for study and the techniques of collecting data. In this chapter we will spell out the research design adopted by us for conducting this enquiry.

#### SAMPLING DESIGN :

##### Respondent groups:

The respondents who were to serve as the primary source of data collection were composed of married women students of S.N.D.T. Women 's University and <sup>of</sup> the Bombay University.

For the purpose of this study a married woman student is defined as one who is ever married (irrespective of her present status, as married, divorced, widowed or seperated), and is at present pursuing higher education at the University level. Further, we have restricted our sample of married women students to those students who were married at least one year before the enquiry was initiated, i.e., married before June 1966.

The universe of married women students for our study was restricted to S.N.D.T. Women's University and Bombay University for the following reasons:-

- (1) Both the universities were located in the city of Bombay and therefore it was within the bounds of our enquiry in terms of our resources.
- (2) S.N.D.T. Women's University though located in the city of Bombay has a special distinction of having its jurisdiction beyond Maharashtra and is unique since many of its courses are based on special orientation to women's needs.
- (3) Though our major focus of enquiry was married students of S.N.D.T. Women's University, we selected married students from Bombay University because we thought we may get some interesting comparative data about the married women students of these two different types of educational institutions.
- (4) S.N.D.T. University is characterised by certain special features developed to cater to the different types of needs of women pursuing education in Indian setting. It provides education in mother tongue and also creates facilities for students in the form of preparing for the courses either through regular attendance or as private students. Therefore the sample of S.N.D.T. Women's University was classified into Regular and External students. Regular students are those who attend classes as a prerequisite for their appearing at the final examinations, while external students do not have to fulfil this prerequisite.

We tried to conduct our studies on the basis of selecting our sample on this classification because, we felt that this classification itself indicates the diverse problems faced by married women students. These categories also by themselves reveal the diverse situations shaping the performance of roles by married women students. We therefore, felt that the classification of regular and external adopted by the S.N.D.T. Women's University may be taken up as a major criterion for classifying the sample for our study.

PROCEDURE ADOPTED IN DRAWING THE SAMPLE:

With a view to work out a proper sample for our enquiry we proceeded as follows:

To locate married women students out of the total women students studying in various colleges and post-graduate departments of S.N.D.T. Women's University and Bombay University, we approached the Principals of various units to get the preliminary data with regard to married women students for the academic year 1967-68 on the following points:

- 1) Name and address
- 2) Date of Marriage
- 3) Mother tongue
- 4) Religion
- 5) Faculty and class registered for

This information was collected for the Regular students of both the universities. With regard to external students, data were primarily collected from the office records of the S.N.D.T. University. In cases where date on marriage were not available we wrote to the students themselves and requested them to furnish the information by post.

For the purposes of collecting data about married women students, we selected all the colleges conducted by and affiliated to S.N.D.T. Women's University. These institutions are having faculties such as Arts, Education, Library Science, Nursing and Home Science. Further these colleges, as we have indicated earlier, were spread in different parts of Maharashtra and Gujarat. The faculties selected from the Bombay University were only those which were analogous to those in S.N.D.T. University. Therefore, we had excluded faculties like Science, Medicine, Commerce, Law and Engineering. Thus the data sought for, from the Bombay University pertained to students belonging to Arts Colleges, Library Science and Education. This procedure was adopted because our main focus was to study the students of the S.N.D.T. Women's University and only secondarily to compare if possible with the students of sister University.

Even this preliminary process of collecting data was found full of hurdles because there is no standardized mode of recording information about the Socio-demographical data of students in different institutions.

A list of population thus collected was then reviewed to exclude the following:

- (1) Women students who were married after 1st June 1966.
- (2) Married women students staying in a hostel and thus not occupying simultaneous dual positions of housewife and student.
- (3) Those external students who stayed beyond 10 miles from the place where either the conducted or affiliated college of the S.N.D.T. Women's University was located.

Thus our universe for the preparation of sample was worked out in above mentioned manner.



SELECTION OF THE SAMPLE :

The scheme followed for sampling is described as follows:

The whole population was divided into groups as shown in the table.

Table II - 1

	Married Regular students of the S.N.D.T. Women's University	Married external students of the S.N.D.T. Women's University Residing in Greater Bombay and within 10 mile area around it	Residing outside Bombay but residing within 10 mile area from the city where the conducted or affiliated colleges are located.	Married Bombay University students	TOTAL
	1	2	3	4	5
Sample frame population	248	654	116	221	1239
30% sample selected.	75	196	35	66	372

The reason for such grouping was to divide the population into relatively homogeneous units and also to have adequate representation for each of them.

In consultation with our statistician, and considering the budget and time at hand, it was decided to draw a 30% sample from the population. Thus, as indicated in Table II-1, the sample size was  $3/10 \times 1239 = 372$  respondents.

For selecting these 372 respondents separate population lists were prepared for each group. After serially

numbering all of them, sampling for each group was done with the help of 0 to 3 digit table of random numbers.\*

#### PREPARATION OF THE QUESTIONNAIRE:

As the study was concerned with discovering the interplay of various roles of married women students, and further as these students were likely to belong to various religions, castes, regional and other Socio-Cultural backgrounds, we felt that data collection required very delicate instruments for securing information, both quantitative and qualitative. Further as our study was basically of an exploratory nature in this field, we felt that appropriate techniques including questionnaire had to be carefully worked out. With a view to achieve this goal, we worked out two major devices viz, interview schedules for administrators and husbands of the respondent and fairly comprehensive questionnaire for the main sample of married women students. We designed the questionnaire so as to cover various facts of married women's life and their appraisal of the situation. However we felt that before administering questionnaire to our sample proper, it was necessary to test the sensitiveness of our questionnaire in evoking information. With a view to pretest our questionnaire we conducted a pilot study of seventy five students selected from the colleges located within the S.N.D.T. Women's University Campus.

The pilot enquiry assisted us in rectifying some of the deficiencies in our questionnaire. For instance, this enquiry revealed that our questionnaire did not adequately contain questions which revealed the conflict situation in two roles. We found that some of the queried

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\* Details regarding the colleges from which sample was selected as well as the class break-up of each group is in the appendix.

were ambiguous and unclear in generating specific response. We also found that the questionnaire which we had drafted for pre-testing was relatively very long creating a certain amount of tiredness and loss of interest among the respondents.

Thus, the findings of the pilot study helped us to reshape our questionnaire with a view to making it more affective and precise instrument for collecting the primary data. On the basis of this experience we drafted the reformed version of our questionnaire.

The questionnaire for the main enquiry was finalized after a number of committee meetings. Since the mother tongue of most of the respondents was Marathi or Gujarati, the questionnaire was prepared in this language besides in English. Answers too were recorded in the mother tongue of the respondents. Each questionnaire was identified with its code number e.g. R.69 - meaning Regular, 69th number of the sample etc.

The questions, were framed in such a manner that they would subserve our primary goal. Our goal, as indicated earlier was (i) to find out the Socio-economic, Cultural and educational background of the respondents, and (ii) to find out the attitude and opinion of the respondents with regard to their education and Social matrix. The latter questions formed the important component of the text of the questionnaire, because we wanted to study the two roles of the respondent. We wanted to find out their attitude to the two role situations as well as their appraisal of those two roles. Thus the questionnaire was focussed to get the social background as well as dual role setting of the respondent.

It was also felt necessary that there was a small group of respondents who performed a third role, in the sense that these respondents were employed too. Thus this category of the respondent was student, wife and employee simultaneously. The data required from <sup>them</sup> ~~it~~ was somewhat different and therefore a separate section was provided for this category of respondent in the questionnaire.

The machine tabulation of the data required that the number of alternatives may be limited to the capacity of the punch card. However the provision of the alternative was basically not sacrificed to this need.

Though we were aware of the fact that multiple response generally poses a problem for machine tabulator, yet we included multiple response questions because we wanted to capture the different shades of reality. Of course the number of such questions was reduced to minimum.

The format of the questionnaire is determined by the needs of the enquiry. The entire questionnaire has been divided into 9 sections, as follows:

- Section A - Dealing with questions on personal data
- Section B - Questions on family background of the respondents.
- Section C - Residential data.
- Sections D & E - Questions on home life and leisure time activity of the respondents.
- Section F - Questions on educational data of the respondent
- Section G. & H - Questions with regard to attitude and opinion on Education and Family situation
- Section I - Married working women students.

The technique of self administration of the questionnaire was considered valid for this study. Respondents were interviewed primarily at their residence. The

questionnaire was filled at one sitting in the presence of the investigator. This avoided unnecessary delay and also clarified respondent's doubts on the spot.

#### SELECTION AND TRAINING OF THE INVESTIGATORS :

Realizing the fact that the basis of the data collecting depends on the investigators due care was taken in selecting and training them. Eighteen investigators were given training for this programme. They were explained the purpose of the study and the implications of each question were discussed. Useful direction was given to establish rapport with the interviewees in different situations. After giving them a trial case for interviewing the investigators were selected on the basis of their performance. Further care was taken that language of the investigator and that of the respondent was the same.

#### CONDUCT OF THE FIELD WORK:

Like all organisers of similar studies, we also experienced certain common difficulties, in the field work.

A number of difficulties such as inadequate addresses, change of addresses cropped up. Many a time our investigators had to return without interviewing because the respondent might not be available at that time. However it may be observed that by and large most of the respondents were generally found to be willing and cooperative. The fundamental policy was to pursue difficult cases, and as far as possible persuade the respondent or the family members to lend cooperation.

Usual procedure of checking the questionnaire in the office as well as residence checking of the investigators was also adopted. The data collection took nearly four months.

### TABULATION OF THE DATA :

In spite of our strong desire to use sophisticated tools for the tabulation of our data, we had to be satisfied with the simple tools, because of the quality of the data. We have therefore relied primarily on frequency tables in presenting the data. Though the basic purpose is not to compare the situation of the three categories of respondents, viz, Regular, External and Bombay University students, if a reader is interested in the comparison these tables at a glance give the comparative data of all the three categories. However the regular students of both S.N.D.T. Women's University and Bombay University on one hand and External students of the S.N.D.T. University on the other do indicate two different sets of situations and therefore comparison of these two categories of respondent forms significant aspect of the report.

Cross tables based on percentages were obtained for each category of the respondent. The major independent variables for cross tabulations were caste, age, number of persons in the household, husband's income, occupation and education, strain, cooperation in the family, motivation and achievement.

In preparing two-way tables the three categories of respondent were treated separately. There are 31, 9, and 37 tables for regular, external and Bombay University Students respectively. The difference in the number of tables for each category of respondents is due to the fact that an amount of relationship between two variables cannot always be the same for all the three categories of respondents. To measure the amount of relationship between

two variables, a contingency coefficient test has been applied. The formula used is

$$C = \sqrt{\frac{X^2}{N + X^2}}$$

Where C = Contingency coefficient

N = Total Number

$X^2$  = Chi Square

To find the value of C it is necessary to compute  $X^2$  first. The above formula was fed into the computer to obtain the value of C. No sign has been attached to C, since an amount of relationship between the variables could be positive or negative. Any further analysis must be made in the light of the nature and classification of the data. The lower limit of C is 0 and upper limit depends on the number of cells in the contingency table, but it is always less than 1. If the value of C is 0.5 or more, there is no ground to say that there is no relationship between any two variables. Accordingly, as advised by our statistician, only the tables with C = 0.5 or more are prepared. This test is easy to compute and can be used when variables are of qualitative type or when one variable is of one kind and the other of another kind.

Such a test was not applicable for three-way cross tables. Only percentages are taken out for the total of each set of answers from the total of that particular category. For each set of variables separate tables are prepared for regular, external and Bombay University respondents.

#### THE ANALYSIS OF DATA :

The analysis of the data is based on simple frequency tables showing inter-university and inter-group

(Regular and External) comparisons. The latter comparison becomes more meaningful since the two categories indicate two different sets of educational involvement.

In the questions where the respondent is asked to indicate priorities, the basic idea was to get a specific answer for a particular question. Consequently, though we have prepared frequency tables separately for each priority indicated, we have based our analysis on the responses of the first priority only. However, the tables showing second priority and third priority are put in the appendix for those interested to go into more detail.

#### SUPPLEMENTARY INVESTIGATION;

In order to get some idea of how the husband of the respondent feels about his wife's educational activity, and secondly how the administrators view the married women as students, a small enquiry with very restricted sample and limited area for coverage was also undertaken. For this first category husbands of 10% of the total number of respondents on our sample which came to 37, were considered. The selection was done as follows;

A number was arbitrarily decided and followed by every 10th number from the list of respondents of all the categories. The arbitrary number chosen was 1 and husbands of the respondents with numbers 1, 11, 21, 31 and so on were taken up. This method allots equal percentages to all the three categories. Some respondents were found staying independently later on and therefore a substitute which was the immediate next number on the list was taken up. These interviews were conducted by the research assistants. Letters were sent asking for an appointment. The place of interview was either respondent's residence, his office or the office of the research unit.



Separate guidelines were prepared for the interview of husband, father-in-law or/and mother-in-law. These guidelines included questions regarding their opinion on the respondent's study, their general attitude towards education of women and the type of adjustments each one of them had to make in order to facilitate the education of the respondent.

Besides interviewing husbands of respondents, it was felt that a study of the respondents who had indicated non-co-operation either from husband, father-in-law or mother-in-law, may be made. It was thought that this would highlight situations of stress and strain. Though there were quite a few cases where the mother-in-law or father-in-law had an indifferent attitude towards the respondent's education, the study was restricted only to those cases where the husbands or in-laws' attitude was non-co-operative or negative. Further, those relatives were taken who were staying with the respondents. The total number of such interviewees is shown in the following table:

Table II-2

	Non-co-operative	Against	Total
Husband	1	1	2
Father-in-law	2	1	3
Mother-in-law	0	5	5
Total	3	7	10

#### INTERVIEWS WITH ADMINISTRATORS:

The selection of the administrators for interviewing was based on two considerations, Firstly, we wanted to have

as far as possible representation of administrators of all faculties. Secondly we also wanted to interview those administrators who had married students, on their roll.

There were 35 educational institutions to which the married women of our sample belonged. Out of which 15 were either conducted or affiliated college of the S.N.D.T. Women's University and the Bombay University colleges. Looking to the distribution of respondents in various colleges\* it is clear that institutions offering training courses in teaching have a large number of married women students. There are 7 institutions offering such courses, while the majority of institutions covered in our study are offering Liberal Arts courses. As regards the distribution of the respondents in these institutions it was found that in all the Arts colleges (excepting S.N.D.T. Women's College of Arts, Bombay) the number of respondent was not more than 3. Our selection of the sample of administrators for the supplementary enquiry was based not on random sampling method, as we felt that in the random sampling we might get administrators who might have even less than 3 married students. It is because of this basic limiting fact that we decided on selecting the institutions where at least three married students were enrolled. This way we selected 14 administrators.

The interviews were conducted by the research assistants. The enquiry was basically focussed on the social background of the administrators and their appraisal of problems and performance of married women students.

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\* See table in the appendix.

SOCIAL BACKGROUND OF MARRIED WOMEN STUDENTS

INTRODUCTION :

This Chapter will describe some of the demographic and social background elements of married woman students. With a view to appreciating the performance of married woman as a student, it is vitally necessary that the social matrix within which she continues her studies be adequately understood.

Even in highly industrialized countries, education of women and more particularly of married women is very much conditioned by the social setting. It is much more so in the case of India where higher education of woman itself is viewed with disfavour as a major norm of the society. Further, even the limited education which is being extended to woman is still not viewed as an essential requirement for woman as an individual. We therefore feel that an understanding of the two roles which the married women students perform could be more meaningful if we assess their social background. We also feel that only an adequate comprehension of social background will enable us to appreciate the significance of the implications of this dual role. For instance, it is well known that in Indian situation, caste, religion, language, and age of marriage are some of the important elements which influence the life-style and educational opportunities of women students. Similarly, the type of family, inter-personal relationships and responsibilities as well as facilities within the family affect the atmosphere for education. Further the pursuit of higher education of married women is also conditioned by the education and economic status of the family, more particularly the husband.

Married women with children pose distinct problems with regard to their educational endeavours. Their role as mothers along with their role as wife create numerous situations demanding varieties of adjustments on the part of the married women students.

Realizing the significant influence of the social background we have tried to portray in this chapter the social setting of our sample.

As observed earlier the present study concentrates its attention on the total sample of 369 married women students out of whom 65 belong to the Bombay University, and 304 to the S.N.D.T. Women's University. Further while all the 65 students of the Bombay University are regular students, only 75 students out of 304 students of the S.N.D.T. Women's University fall in the same group. Thus majority of S.N.D.T. Women's University students, i.e. 229, are external students.

#### Residential Data

With a view to examining the home background of the respondents, we tried to study residential data from two angles: (i) How many people stay together? (ii) In how many rooms they were accommodated? This data we thought would throw light upon the facilities and the feature of overcrowding in the house. A person pursuing education requires certain quiet, and isolation to concentrate on studies. Further, as a student she is expected to get certain uninterrupted time, for productive reading. If the student has not got a quiet place to study or she is often interrupted, it may be said that this is not an adequate atmosphere for pursuing higher studies.

Following two tables give us information on these points.

Table III - 1

Table showing no. of members in the household

No. of persons	SNDT Regular	SNDT External	Bombay	Total	Percentage
1 - 2	11	23	6	40	10.81
3 - 5	32	146	42	220	59.45
6 - 9	27	55	15	97	26.21
10 and more	5	5	2	12	3.24
Total	75	229	65	369	

Table III. (a)

Table showing No. of rooms in which respondents live

No. of rooms	Regular	External	Bombay	Total
1	10 (13.3)	22 (9.6)	5 (7.6)	37
2	25 (33.3)	89 (38.8)	27 (41.5)	141
3	19 (25.3)	63 (27.51)	19 (27.6)	101
4	9 (12.0)	29 (12.66)	9 (14.6)	47
5	3 (4.00)	7 (3.06)	-	10
6 and more	9 (12.00)	19 (8.3)	5 (7.6)	33
	75	229	65	369

It is revealing to find that more than 90% of the respondents have more than 3 persons in the family, staying together, and more than 70% of the respondents having 30% less no. of rooms for their residence. This indicates the inconveniences as well as absence of privacy for carrying on education, activity.

The gravity of this data is <sup>illustrated</sup> ~~allertuated~~ when we ~~bound~~ 90% of the respondents carry on their studies at home.\*

#### Age:-

The age of the married woman student acquires significance in understanding her social background for a number of reasons. Usually the educational set up including that of S.N.D.T. Women's University demands that a student if she pursues education continuously should enter the college at the age of 16 and complete her study upto graduation normally by age of 20 + . If the student pursues post-graduate study she can complete her education by 22 + or at the most by age 25 + . The S.N.D.T. Women's University, as observed earlier, has a provision for permitting students to appear privately for a degree. Consequently those students who intend to pursue their higher education will not find it difficult to fulfil their desire within the normally expected age limit.

The following tables describes the age of the married woman student pursuing higher education and the class in which respondents are studying.

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\* Please refer Chapter IV.

Table III - 2

Table showing the distribution of the respondents according to the age-group to which they belong :

Age group	Regular	External	Bombay	Total
16 - 20	6 (8.0%)	5 (2.1%)	3 (4.6%)	14 (3.7)
21 - 25	13 (17.3)	41 (17.9)	15 (23.1)	69 (18.6)
26 - 30	27 (36.0)	62 (27.07)	27 (41.5)	116 (39.7)
31 - 35	21 (28.0)	65 (28.3)	13 (20.00)	99 (26.8)
36 - 40	7 (9.3)	40 (17.4)	6 (9.2)	53 (14.3)
41 - 45	1 (1.3)	11 (4.8)	1 (1.5)	13 (3.5)
46 and over	-	5 (2.1)	-	5 (1.3)
Total	75	229	65	369

Table III 2.a

Table showing the distribution of respondents (Regular S.N.D.T) according to class in which they study and age.

	1	2	3	4	5	6	Total
P.U.C.	4 (50.00)	1 (12.5)	3 (37.5)	-	-	-	8 (100.0)
F.Y.A.	1 (16.7)	4 (66.7)	1 (16.7)	-	-	-	6 (8.0)
Jr.B.A.	1 (16.7)	3 (50.0)	-	1 (16.7)	1 (16.7)	-	6 (8.0)
Sr.B.A.	-	3 (37.5)	2 (25.0)	2 (25.0)	1 (12.5)	-	8 (1.6)
Jr.M.A.	-	-	-	1 (100.0)	-	-	1 (1.3)
Sr.M.A.	-	-	2 (50.0)	2 (50.0)	-	-	4 (5.3)
B.Sc. H.Sc.	-	1 (100.0)	-	-	-	-	1 (1.3)
B.Lib.	-	-	2 (100)	-	-	-	2 (2.6)
B.Ed.	-	1 (3.3)	13 (43.3)	12 (40.0)	3 (10.0)	1 (3.3)	30 (40.0)
M.Ed.	-	-	2 (50.00)	1 (25.0)	1 (25.0)	-	4 (5.3)
Dip.Ed.	-	-	2 (40.0)	2 (40.0)	1 (20.0)	-	5 (6.6)
Total	6	13	27	21	7	1	75

For table III-2(a), (b) & (c)

Numbers in the box-head stand for following

- Age group
1. 16-20
  2. 21-25
  3. 26-30
  4. 31-35
  5. 36-40
  6. 41-45
  7. 46 and over..



Table III.2.b.

Table showing the distribution of respondents (external S.N.D.T) according to class in which they study and age.

	1	2	3	4	5	6	7	Total
P.U.C.	1 (1.3)	18 (23.6)	22 (28.9)	17 (22.3)	12 (20.0)	5 (6.5)	1 (1.3)	76 (33.1)
F.Y.A.	3 (5.5)	10 (18.2)	15 (27.3)	16 (29.1)	8 (14.5)	2 (3.6)	1 (1.8)	55 (24.1)
Jr.B.A.	-	6 (23.1)	8 (30.8)	8 (30.8)	4 (15.4)	-	-	26 (11.3)
Sr.B. A.	1 (3.1)	4 (12.5)	8 (25.0)	8 (25.0)	11 (34.4)	-	-	32 (13.1)
Jr.M.A.	-	2 (10.5)	7 (36.8)	6 (31.6)	2 (10.5)	1 (5.3)	1 (5.3)	19 (8.2)
Sr.M.A.	-	1 (6.7)	2 (13.3)	8 (53.3)	2 (13.3)	1 (6.7)	1 (6.7)	15 (6.4)
M.Ed.	-	-	-	2 (33.3)	1 (16.7)	2 (33.3)	1 (16.7)	6 (2.6)
Total	5	41	62	65	40	11	5	229

Table III 2.c.

Table showing the distribution of respondents (Bombay University) according to class in which they study and age.

	1	2	3	4	5	6	Total
P.U.C.	-	1 (25.0)	1 (25.0)	1 (25.0)	1 (25.0)	-	4 (6.2)
F.Y.A.	2 (50.0)	-	1 (25.0)	1 (25.0)	-	-	4 (6.2)
Jr.B.A.	-	1 (33.3)	1 (33.3)	-	1 (33.3)	-	3 (4.6)
Sr.B.A.	1 (12.5)	4 (50.00)	2 (25.0)	1 (12.5)	-	-	8 (12.3)
Jr.M.A.	-	-	-	1 (100.0)	-	-	1 (1.5)
Sr.M.A.	-	3 (37.5)	4 (50.0)	1 (12.5)	-	-	8 (12.3)
B.Ed.	-	5 (17.2)	14 (48.3)	7 (24.1)	2 (6.9)	1 (3.4)	29 (44.6)
Dip.Ed.	-	1 (12.5)	4 (50.0)	1 (12.5)	2 (25.0)	-	8 (12.3)
Total	3	15	27	13	6	1	65

\* P.U.C. for Bombay University mean, First year and First year means Intermediate.

The data in the table indicates certain significant features.

If we relate the data of the ~~present~~ tables, we find that more than 67% of the respondents belong to the age groups which are higher than the prescribed norm. This may mean that there are certain build in hurdles, which prevent women to continue their education, normally. When we also relate the data of age of marriage the impact of marriage on education becomes more clear. The average age of marriage for the present respondents is 20.25 for regular students, 20.64 for external students and 21.06 for Bombay University students. Thus nearly 68% of the respondents have to spend on an average a span of 8 to 10 years before they think of taking to academic pursuits.

A cursory glance at the age distribution of various categories of students indicate some striking facts.

8% of the regular students of the S.N.D.T. University are in the normal age-group 16-20, while in the case of Bombay University the proportion is lower and for external students it is lowest. Further in the category of external students there is a wide range of distribution in all the age groups though least at the two polar ends. (surprisingly enough the number of students is same at the two poles). As expected, 80% of the respondents of this category are of more than 26 years' of age. Though in both the Regular and Bombay University, the distribution of the respondents in the first two age-groups is more than <sup>in</sup> externals, still it is interesting to find quite close similarity between these two categories in the age groups 31 - 40 & 41 - 45. A concentration in the Bombay University in the age-group 26-30, may be due to large number of students <sup>coming from</sup> the B.Ed. Class.

The data on age points out that there may be certain factors which prompt women to take to education even at advanced age and even after they are married.

Age and class in which the respondent is studying can be significant for variety of reasons. As mentioned earlier, those who are in the professional courses may be of advanced age. Further, a woman mature in age may not like to begin her higher education. Particularly those who are in the regular category may not like to come to a Pre-University class at an advanced age of 30 or 35. The tables III-2-a,b,c will indicate the relationship between age and class for all the three categories.

The data in table III-2-a shows that 40% respondents who are attending the B.Ed. courses are distributed in the age range starting from 21 and going upto 45, however, majority of them belong to the ages 26-35. It is indeed very courageous for those who are even in the advance age group of 36 to 40 to attend college as regular students. The distribution of the respondents in the professional course indicate that though majority belong to the age-group of 26-39, there are a few respondents who belong to higher age-group.

Coming to the external students the data shows surprising facts. In the Pre-University class, and in the F.Y.Arts classes all the age-groups are represented, though there is a large concentration in the age-group 26-30, and slightly less in the age-group 31-35. More significant thing about the data is that there are some 6 respondents who are optimistic enough to begin education at the advance age of 41 and more. The age-group and the class data of the externals point to two aspects of the married woman's educational situation. Firstly as the externals have not to attend regular college and therefore they

may begin studying at any age provided circumstances are favourable and there is motivation for study. Secondly when these students are ready ~~to~~ at times <sup>to</sup> start higher education after a considerable lapse as well as at a mature age, may indicate two things. Either they are now considerably adjusted to their wife and/or mother role, and they can now spare some time <sup>boy</sup> ~~after~~ gathering knowledge or some of them might be thinking of earning and as a preparation for job they might be taking to education. This also indicates that if more facilities are available, many more might take to education.

Table III-2-c which gives an idea of the situation of the Bombay University student is indicative of two or three significant variations in the conditions of the two universities. As a regular student of the Bombay University, attending the college it is surprising to find the age-groups 31-35 and 36-40 in the table.

Apart from the professional courses where nearly 57% of the students are concentrated, even in the remaining 43% if we compare the situation with S.N.D.T. Women's University regular students we find that in the latter there is more concentration in the earlier years of college education as well as in the ages ranging from 21-30, the data of the Bombay University shows different trends. Here we find that there is more concentrated distribution of the respondents in the Sr.B.A. and Sr.M.A. Classes. Similarly in the age also ranges from 21-35. As the average age of marriage is 21.06 for Bombay University, perhaps they might have been married when they are just finishing their education, and so would like to complete the obligations undertaken.

Marital status

Since the study is concentrating its attention on married women students, the respondents all belong to the category of ever married. Analysing the break-up of the marital status\*, it is found that out of 369 respondents, 345 i.e. nearly 94% are married, 17 are widows and 7 are separated. This data reveals that the common belief that widows and separate women who suffer actual social and educational hardships would be the category of the students who would take greater advantage of education is not borne out. The very fact that even in the category of external students widowed and separated women are not in significant number deserves to be noted. It raises an important social issue. Are widows and separated women suffering from greater social handicaps which prevent them from taking to higher education or some of these women do not have minimum education to enable them to go to college even as private students? According to us this requires a special study.

93.50% of the students are married and living with their husbands. This implies that the atmosphere in the husbands' house and the husbands' attitude will have significant implications, for married women students in pursuing their educational activity.

Type of marriage

Along with marital status another related aspect is the type of marriage.

Table II-C

Table showing the distribution of the respondents according to type of marriage.

Type of marriage	Regular students	External students	Bombay Univ. students	Total	Percentage
Religious	68 (90.67)	213 (93.01)	57 (87.69)	338	91.60
Civil	3 (4.00)	9 (3.93)	5 (7.69)	17	4.61
Both	4 (5.33)	7 (3.06)	3 (4.62)	14	3.79
	75	229	65	369	

\*Ref. Table in the Appendix.

The table III-3 indicates the distribution of respondents according to the form of marriage. It will indicate how many marry according to religious rites and how many marry according to civil marriage-rites. The fact that out of 369 nearly 338 married according to religious rites indicate that among this group, traditional form is accepted as norm. However, even in a small sample like ours, about 5% of the girls have married on the basis of civil rites, indicate that this form of marriage is gaining some ground. Further about another 4% have adopted both civil and religious marriage ceremonies indicates the new compromise in form of marriage. However, for our purposes we should realize that nearly 92% of the respondents have married according to the traditional religious rituals. This is important because it has considerable influence on social setting which shapes educational atmosphere and opportunities.

While comparing the respondents from two Universities, one finds that respondents from the Bombay University have comparatively higher percentage of civil marriages. We are unable to conclude from this data, that S.N.D.T. students come from more orthodox families because in the following section on choice of partner in marriage there is a it is found that a larger proportion of S.N.D.T. students in inter-caste marriages, than Bombay University. which of the two, choice of partner or the form of marriage is a valid criterion for orthodoxy or non-orthodoxy requires deeper probing. As our main focus was not to examine this aspect of the social background, we are unable to comment on the significance of this.

In Indian Society, particularly among Hindus caste is a powerful regulator of the selection of partners. We wanted to examine whether caste boundries have been transcended in the case of students taking to higher education. The following table shows the distribution of respondents who have married within caste and outside it.

Table III-4 (5)

Table showing the distribution of respondents according to whether they have married within the caste or not.

	Regular students	External students	Bombay University students	Total	Percent- age
Yes	69 (92.00)	210 (91.70)	61 (93.85)	340	92.14
No	6 ( 8.00)	19 ( 8.30)	4 ( 6.15)	29	7.86
Total	75	229	65	369	

The fact that out of 369 respondents as many as 340 i.e. 92.14% have married within their caste reveals the role of caste in matters of selection of partners. We will examine subsequently whether the values and norms of the caste system affect the facilities and incentives for married women to pursue their studies. Though in marriage caste still plays a dominant role it should be noted that about 29 respondents i.e. nearly 8% have broken away from caste boundries. This may be considered a significant trend, though not developing at a rate which our Constitution would expect.

While comparing marriage partner of the students from S.N.D.T. and the Bombay University, it is to be noted



that students having inter-caste marriages are greater in proportion in the S.N.D.T. University than in the Bombay University. A recent remark made in the Reader's column on the Inter-community marriage holds true for inter-caste marriage too. The reader says, "By and large any inter-community marriage in these days requires both intense infatuation and immense courage. In-fatuation is a fairly common commodity, but courage comes by rarely."

#### RELIGION :

The following table indicates the distribution of respondents according to their religious faiths:

Table III-5 .

Table showing the distribution of the respondents according to the religion to which they belong:

Religion	Regular	External	Bombay University	TOTAL	percentage
Christian	2 ( 2.67)	6 ( 2.62)	6 ( 9.23)	14	3.79
Hindu	69 (92.00)	209 (91.27)	52 (80.00)	330	89.43
Jain	3 ( 4.00)	10 ( 4.37)	3 ( 4.62)	16	4.34
Muslim	1 ( 1.33)	2 ( 0.87)	2 ( 3.08)	5	1.36
Sikh	0 ( 0.00)	1 ( 0.44)	1 ( 1.54)	2	0.54
Zorastrian	0 ( 0.00)	0 ( 0.00)	1 ( 1.54)	1	0.27
Jews	0 ( 0.00)	1 ( 0.44)	0 ( 0.00)	1	0.27
Total	75 (100.00)	229 (100.01)	65 (100.01)	369	(100.01)

Out of 369 there are 330 i.e. 89.43% respondents who adhere to Hindu faith. Another 16 respondents follow Jainism. It may be stated that in terms of social practice these two groups could be considered as one. This implies that the respondents belonging to other faiths are almost negligible. This near absence of married women students, from other faiths, suggest many guesses.

(i) It may be that in communities professing zoroastrian and Jewish faiths the age of marriage is higher. Further, in these communities educational level of women may be also higher. In this situation the girls might be completing their higher education before they marry and therefore the lack of representation of these groups.

(ii) Similarly it is likely that reluctance to provide education to women and more particularly married women, among the Muslims, is responsible for their near absence in our sample.

(iii) A comparison between respondents of Bombay University and that of the S.N.D.T. Women's University reveals that respondents belonging to minority faiths are relatively more represented in the Bombay University. It is our guess that this might be due to the fact that S.N.D.T. University basically provides instruction through Marathi and Gujarati languages. The students belonging to Christian, Muslim, Sikh, Zoroastrian and Jewish faiths might be finding easier to study in a University where English is the medium of instruction.

Of course all these are our guesses requiring further examination. The study thus basically is a study of respondents belonging to Hindu faith.

CASTE :

The analysis of caste data is restricted to Hindu respondents only.

While attempting to discover the caste composition of the respondents, we were faced with a number of difficulties. The innumerable designations of caste and subcaste was our first difficulty. With a view to tiding over this hurdle we adopted an open ended question where the respondent was asked to mention her exact caste. On the basis of earlier classifications adopted by Census and other studies, we worked out a scheme of grouping various castes based on their ritual status in caste hierarchy into intermediary and lower castes. Upper includes castes such as Brahmins, Baniyas, intermediary includes castes such as Patidars, Rajputs, Lohanas and Lower includes artisan Castes. As we could not find a single student from scheduled caste or tribe in our sample, our table comprises three groups, viz. upper caste, intermediate and lower castes. The castes included in these categories are put in appendix . Even if we might have committed error in the groupings by placing some castes into intermediate instead of in the higher caste, it is not likely to affect the basic findings of the study.

The following table shows the distribution of the Hindu respondents according to their <sup>caste</sup> composition :

Table III-6

Table showing the distribution of the Hindu respondents according to the caste to which they belong :

Caste	Regular	External	Bombay University	Total	Percentage
Upper Caste	46 (67.65)	176 (84.21)	41 (80.39)	263	80.18
Intermediate Caste	18 (26.47)	31 (14.83)	9 (17.65)	58	17.68
Lower Caste	4 (5.88)	2 (0.96)	1 (1.96)	7	2.14
Non-Response	1	-	1	2	0.06
Total	69	209	52	330	

This table indicates some very instructive trends

(i) Out of 330 respondents belonging to the Hindu faith, as many as 263, i.e. 80.18%, belong to upper castes. Only 58, i.e. 17.68%, come from intermediary castes and a miserable 7 respondents, i.e. 2.14%, belong to lower castes.

Further, if the data is broken into regular and external in S.N.D.T. University it is found that the intermediary castes are represented slightly more in regular students than in the externals. Similarly there are more students belonging to lower castes among regular students, than among the externals. The inter University comparison among the Regular students shows very interesting trend. The higher castes in Bombay University constitute 80.39% while in the S.N.D.T. University they constitute 67.65%. Intermediary and backward castes are proportionately less in Bombay University than in S.N.D.T. University.

The data shows that higher education is still restricted to the upper caste groups. The scheduled castes and tribes find no representation at the higher education holder at least in this sample, and the proportion of lower castes is also negligible.

This data acquires significance because in the educational institution where facility for appearing as external student is provided, the response is poor. It appears that the argument which we have put forward in the case of low level of representation among certain communities, is hold true in this respect too. As mentioned in the Kothari Commission Report, "The principal weakness in tribal education is really in the age-group 11-17. This is where talent is either eliminated or remains under developed." According to us, there are certain basic built-in forces of resistance against higher education among lower and backward castes which work as cultural restraints in expanding education of women.

The study will thus basically reveal the stresses and strains in the two roles of upper caste married women.

#### LANGUAGE :

The following table shows the linguistic distribution of respondents.

Table III-7:

Table showing the distribution of the respondents according to the language group to which they belong:

Language Group	Regular Students	External Students	Bombay University Students	Total	Percentage
English	0 ( 0.00)	3 ( 1.31)	4 ( 6.15)	7	1.90
Gujarati	39 (52.00)	56 (24.45)	16 (24.62)	111	30.08
Hindi	1 ( 1.33)	2 ( 0.87)	6 ( 9.23)	9	2.44
Konkani	3 ( 4.00)	6 ( 2.62)	3 ( 4.62)	12	3.25
Marathi	32 (42.67)	145 (63.32)	26 (40.00)	203	55.01
Punjabi	0 ( 0.00)	3 ( 1.31)	1 ( 1.54)	4	1.08
South Indian language	0 ( 0.00)	12 ( 5.24)	7 (10.77)	19	5.15
Urdu	0 ( 0.00)	1 ( 0.44)	0 ( 0.00)	1	0.27
Bengali	0 ( 0.00)	1 ( 0.44)	2 ( 3.08)	3	0.81
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	99.99

As the table reveals out of 369 students as many as 203 i.e. 55% belong to the category whose mother-tongue is Marathi and 111 students i.e. more than 30% belong to the Gujarati speaking group. The other linguistic groups are comparatively negligible. This is to be expected because the sample selected is from the States of Maharashtra and Gujarat, where the regional languages are Marathi and Gujarati respectively.

While making a comparative observation between the S.N.D.T. students and the Bombay University students, it is found that there is a larger representation of students belonging to other linguistic groups in Bombay University than in S.N.D.T. University. It is possible that the medium of instruction in Bombay University, being English, persons migrating to Bombay from regions other than Maharashtra and Gujarat find it easier to join this University.

A very striking feature of linguistic distribution data is that while out of 111 Gujarati speaking students in the sample, 50% of them prefer to be regular students, there are only 28.5% Marathi speaking students opting as regular students. We will study following two tables providing data on total income and type of family, as related to language groups. Since we consider Gujarati and Marathi language groups as significant language variables in this study, we are focussing our attention on these groups. Further for capturing the reality we are presenting the data for two categories of students viz. External and Regular (this includes both, Bombay University and S.N.D.T. University students).

Table III-8

Table showing distribution of respondents  
according to language and total income.

	Regular students (Both S.N.D.T & Bombay )			External students			Total
	Gujarati	Marathi	Total	Gujarati	Marathi	Total	
Nil	1 ( 2.0)	-	1	-	2 ( 1.4)	2	3
250 and below	2 ( 4.1)	2 ( 3.6)	4	6 (11.5)	6 ( 4.2)	12	16
251 - 500	18 (36.7)	22 (39.3)	40	20 (38.5)	71 (50.7)	91	131
501 - 750	4 ( 8.2)	8 (14.3)	12	5 ( 9.6)	32 (22.8)	37	49
751 -1000	5 (10.2)	8 (14.3)	13	8 (15.4)	12 ( 8.5)	20	33
1001 and above	12 (24.5)	11 (19.6)	23	7 (13.7)	15 (10.7)	22	45
Incomplete	7 (14.3)	5 ( 8.9)	12	6 (11.5)	2 ( 1.4)	8	20
Total	49	56	105	52	140	192	297

The data in table III-8 shows that 56.3% of the Marathi speaking respondents in external category belong to the income which is 500 and less while 50% of the Gujarati external students belong to this income level. Among the regular students there is very little difference in this income group between two language groups. If we compare the distribution of two language groups at the higher pole, there we find that <sup>and</sup> regular/external respondents speaking Gujarati language are 24.5% and 13.7% respectively in income group of Rs.1001 and above, while there are 19.6% and 10.7% respectively from Marathi groups in the same income bracket.

Another interesting data which can be observed from this table is that there are comparatively many more cases of providing incomplete data with regard to income status from among the Gujarati speaking group than the Marathi speaking.

Table III-9 can be helpful to us in finding out the factors influencing difference between the two language groups. One of the important reasons becoming an external student can be the responsibility of the house and children. In nuclear family though freedom of behaviour is available the sharing of the tasks is minimum. It may happen that the respondent coming from nuclear family might find difficult to attend college regularly. This is largely borne out from the data in Table III-9. 60% of the Marathi external respondents belong to nuclear family while 41.1% of the Gujarati speaking external students come from nuclear family. We are unable to come to definite conclusion because in the regular category difference in the family type is not very sharp. A deeper probing into these phenomena may open out new vistas.



Table III-9

Table showing distribution of respondents according to language and type of family.

Type of family	Regular students (Both S.N.D.T. & Bombay)			External students			Total
	Gujarati	Marathi	Total	Gujarati	Marathi	Total	
Nuclear	16 (29.1)	23 (39.7)	39	23 (41.1)	87 (60.0)	110	149
Joint family (Husband wife in-laws)	16 (29.1)	21 (36.2)	37	18 (32.1)	29 (20.0)	47	84
Nuclear family with one member of in-law	10 (18.2)	7 (12.1)	17	8 (14.3)	17 (11.7)	25	42
Living with parents	10 (18.2)	4 (6.9)	14	2 (3.6)	3 (2.05)	5	19
Living independently	2 (3.6)	1 (1.7)	3	3 (5.4)	2 (1.3)	5	8
Any other nuclear with wife's relation staying.	1 (1.8)	2 (3.4)	3	2 (3.6)	7 (4.8)	9	12
Total	55	58	113	56	145	201	

#### FAMILY BACKGROUND :

In India, for a woman and more particularly for a married woman family background plays a very crucial role in her pursuit of higher education. The type and size of family, the educational atmosphere within the family, and the attitude of in-laws and more particularly

of husband play a very decisive role in providing adequate atmosphere and incentive for the married woman to pursue her educational activity. We will now examine the family background of the respondents.

Type of family :

Eminent family sociologists have pointed out that the pattern of obligations and rights in a joint family are different from those of the nuclear family. With a view to finding out the type of family within which the respondents live, we first thought of applying the normal procedure of asking directly as to whether respondent lived in joint family or nuclear one. However, in Indian situation, as numerous studies have revealed, such an answer would not have given us a correct picture of the family setting of the respondents. In India the family is undergoing peculiar transformation and further, as sociologists have pointed out, the joint family itself is exhibiting numerous shades. Similarly the nuclear family in India does not exactly concur with the nuclear family as found in industrial western society. Though the core of the family in India may be husband and wife the presence of other relatives cannot be ruled out.

With a view to tide over this difficulty we adopted a different approach to discover the type of family of the respondents. We tried to categorize the type of family from the household data provided by the respondents.

We have on the basis of above data classified the families into following categories:

1. Nuclear family (Husband, wife and children)
2. Joint family (Husband, wife and in-laws with father-in-law as the head of the family).

3. Nuclear family with one member of the in-laws as dependent with husband as the head of the family
4. Living with parents
5. Widows or separated living independently
6. Any other: Husband, wife, and relatives of wife's family.

This classification may not appear <sup>in</sup> purest sense to be very scientific. However, we felt that such a classification would prove more helpful to us in understanding the influentials shaping the educational activities of the respondents, as well as the assistance available in the performance of house-wife role.

Table III-10

Table showing the distribution of the respondents according to the type of family in which they live.

Type of family	Regular	External	Bombay University	Total	Percentage
Nuclear family (Husband, wife & Children)	27 (36.00)	128 (55.90)	34 (52.31)	189	51.22
Joint family (Couple, father-in-law, mother-in-law & other in-laws.	31 (41.33)	48 (20.96)	12 (18.46)	91	24.66
Nuclear family Living with only 1 member from in-laws family	6 ( 8.00)	27 (11.79)	12 (18.46)	45	12.20
Living with Parents	5 ( 6.67)	7 ( 3.06)	3 ( 4.62)	15	4.07
Widows or's separated living independently	5 ( 6.67)	6 ( 2.62)	0 ( 0.00)	11	2.98
* Any other	1 ( 1.33)	13 ( 5.68)	4 ( 6.15)	18	4.88
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.01

\* the cases where respondent is living with other relative, is primarily wife's relative.

A rapid glance at the table shows that a large number of respondents i.e. 51.22%, belong to what we may describe as pure nuclear family, while less than 25% belong to the traditional joint family. If we consider the third and the sixth category as nuclear in practice the percentage of such families rises still higher thus taking it to 68.30%. It appears that as far as this sample is concerned the nuclear family is a fit institution for the pursuit of higher education of married women. In such a situation the married women will have to consider predominantly the needs and requirements of her husband and children. This also means that by and large the task-sharing is minimum.

The intra-University comparison suggests that though the regular students of S.N.D.T. University belong slightly more to joint family, if we count third and the sixth category as nuclear in practice the percentage of respondents belonging to joint family is low. The Bombay University students also exhibit the same pattern.

It may be observed that we were quite surprised to find that ~~there~~ among the external students too, there was a **ponderance** of nuclear type of family. It indirectly may suggest on the one hand the dead weight of the joint family which actually prevents the married women students from pursuing higher education even though they are not constrained to attend College since they are external students. On the other hand it may mean that since they are staying in nuclear family, they do not have much assistance in respect to their household duties and child care, <sup>so</sup> they prefer to remain external students. This is further proved by the fact that out of 91 respondents who belong to pure joint family type, nearly 44.4% are regular student, while

out of 189 respondents belonging to the 1st type, 32% are regular students, thus indicating the probable strains of two roles in nuclear family type, as far as the task-sharing is concerned. On the whole the traditional large-size family appears to be gradually disappearing as revealed from our data on the type of the family. This is also borne out by the following table on size of household of respondents.

Table III-10 (a)

Table showing the No. of persons in the household

No. of Person	Regular	External	Bombay University	Total
1 - 2	11	23	6	40 10.81%
3 - 5	32	146	42	220 59.45%
6 - 9	27	55	15	97 26.21%
10 and above	5	5	2	12 3.24%
Total	75	229	65	369

The data indicates that 60% of the respondents belong to the size of the household where there are not more than 5 persons. Thus the size of the household indicates the nuclearity of the family type. One can realize the stresses of dual role, for 30% of the respondent who come from the family where there are more than 6 people and at times even more than 10 persons in the house.

### EDUCATION OF HUSBAND :

In patriarchal Indian society the role of husband in shaping the life of wife is very significant. It has a much greater impact on the shaping of the motivation as well as environment of the wife. It is rare to find a wife more educated than the husband. Probably these rare cases may be found among some of the technically qualified diploma holders or some of the High School trained service group who may wish their wives to assist them in supplementing the income through some of the limited avenues like teaching and others, where higher education is essential. This is still true inspite of the establishment of equal rights of women in the Constitution. The prevailing norm is still against woman being educated more than husband. However a husband who himself is highly educated, might have no. of reasons for permitting his wife to get collegiate education. It may happen that with the expansion of service sector in the society where education is the gateway both for higher jobs and for status that the educated husband may want his wife to be educated or may stimulate her to take to higher education and an encouraging atmosphere may thus be formed.

We have tried to study the educational background of the husband of our respondents in this light. Table number III-11 provides data on educational status of the husband. We should here indicate that this information was collected only of those married women students who stay with their husbands. It excludes data on husbands of widows or separated wives.

Table III-11

Table showing distribution of respondents  
according to the Education of their husbands.

Education	Regular	External	Bombay University	Total	Percentage
Literate & Primary	1 ( 1.54)	0 ( 0.00)	0 ( 0.00)	1	0.29
Secondary & Matriculate	10 (15.38)	53 (24.42)	14 (22.22)	77	22.32
Undergraduate Diploma	13 (20.00)	49 (22.58)	10 (15.87)	72	20.88
Graduate	24 (36.92)	70 (32.26)	17 (26.98)	111	32.17
Double Graduate	7 (10.77)	21 ( 9.68)	8 (12.70)	36	10.43
Post Graduate	9 (13.85)	24 (11.06)	14 (22.22)	47	13.62
Not mentioned	1 ( 1.54)	0 ( 0.00)	0 ( 0.00)	1	0.29
Total	65 (100.00)	217 (100.00)	63 (99.99)	345	100.00

This data does not include the education of the husbands of 24 respondents who were either widows or separated.

The data reveal that there is a solitary case of a husband, who had his training only upto primary level, giving his wife opportunities for higher education. Out of 345 husbands 77 are educated upto secondary and matriculate stages. It implies that as many as 266 husbands have higher educational background, the majority of them being graduates. This fact reasonably establishes our general assumption. However, the fact that as many as 78 husbands with lower education are permitting their wives to get higher

education deserves to be noted and requires a special mention. Their attitude to educational pursuits of their wives will be analysed in a latter chapter.

The inter-University comparison also bears out of the same trend.

### ECONOMIC AND OCCUPATIONAL STATUS OF THE FAMILY OF THE RESPONDENTS.

In this section we will try to understand the economic status of the respondents. We will also examine the occupational background of the respondent's husband.

These data will enable us to find out from what economic strata the respondents come. The following Tables provide income background of the respondents, both of her husband's family and parent's family.

With a view to understanding the economic background of the respondents, we categorized the income groups into low-income, middle income, upper income groups. This classification may appear slightly arbitrary. However, looking at the overall urban conditions as well as the salary scales adopted for the services of various categories we felt that operationally this classification would provide reasonable criterion to understand the economic background of our respondents.

A quick glance at the three tables III-12, 13, 14 on income indicate following features about the economic situation of the respondents:

1. Those who provided incomplete information about the income of husband, total income of the in-laws, and the total income of the parents' family were 9, 22 and 44 respectively. This differential in extent of knowledge of income background is not, according to



us, due to their desire to evade the supplying of information. In fact the very divergence proves this. It is our guess that girls are generally unaware of the financial position of their parents. Similarly the awareness about the income of the various members of in-law's family is less. This is further proved by the fact that barring 9 respondents all of them know the income of the husband. This we suspect may be due to the fact that married women taking to education are generally more acquainted with the income of the husband. This may be due to the fact that a large <sup>number</sup> of these respondents belonged to a sort of nuclear family. It may also be true that there is a particular shyness among the women to enquire about the income of their parents or their in-laws. Further as a norm, a daughter-in-law is not expected to know or enquire about the financial position of parents - in-law.

2. The most striking feature of tables III-12, III-13 is that only 7% belong to income group of below Rs.250/-. If we take table III-13 and III-14, we find that in the total income bracket of <sup>Rs.</sup> 751-1000 and above which may be described as upper income level, the respondents range from 27% to 34%. These trends may be taken to indicate that the upper income groups take maximum advantage of educational facilities even after marriage.

We will study the tables in details:

Table III-12

Table showing the distribution of the respondents according to the monthly income group of their husband.

Monthly income Group	Regular	External	Bombay University	Total	Percent. age
Nil	5 (7.67)	2 (0.92)	0 (0.00)	7	2.03
Rs.76-100 p.m.	0 (0.00)	2 (0.92)	0 (0.00)	2	0.58
Rs.101-150 p.m.	0 (0.00)	0 (0.00)	1 (1.59)	1	0.58
Rs.151-250 p.m.	3 (4.62)	14 (6.46)	1 (1.59)	18	4.93
Rs.251-500 p.m.	37 (56.92)	121 (55.76)	29 (46.03)	187	54.49
Rs.501-1000 p.m.	12 (18.48)	69 (31.80)	20 (31.75)	101	29.27
Rs.1001 & above	6 (9.23)	4 (1.84)	10 (15.87)	20	5.51
Incomplete	2 (3.08)	5 (2.30)	2 (3.17)	9	2.61
Total	65 (100.00)	217 (100.00)	63 (100.00)	345	100.00

Table III-13

Table showing the distribution of respondents  
according to the monthly total income.

Total income group	Regular	External	Bombay University	Total	Percent- age
Nil	2 (2.98)	2 (0.92)	0 (0.00)	4	1.15
Rs.250 and below	2 (2.98)	16 (7.34)	2 (3.18)	20	5.75
Rs.251-500	25 (37.31)	99 (45.41)	23 (36.51)	147	42.24
Rs.501-750	7 (10.45)	46 (21.10)	6 (9.52)	59	16.95
Rs.751-1000	6 (8.96)	22 (10.09)	15 (23.91)	43	12.36
Rs.1001- & above	15 (22.39)	25 (11.47)	13 (20.63)	53	15.23
Incomplete	10 (14.93)	8 (3.67)	4 (6.35)	22	6.32
Total	67 (100.00)	218 (100.00)	63 (100.00)	348	100.00

Table III-14

Table showing the distribution of the respondents according to the monthly total income group of their parents' family ;

Monthly total Income group	Regular	External	Bombay University	Total	Percent- age
Rs.250 and below	13 (17.57)	25 (11.57)	8 (12.31)	46	12.96
Rs.251-500	11 (14.86)	37 (17.13)	14 (21.54)	62	17.47
Rs.501-750	7 (9.46)	29 (13.43)	12 (18.46)	48	13.52
Rs.751-1000	6 (8.11)	34 (15.74)	3 (4.62)	43	12.11
Rs.1001 & above	14 (18.92)	47 (21.76)	19 (29.23)	80	22.54
Incomplete	17 (22.97)	23 (10.65)	4 (6.15)	44	12.39
Nil	6 (8.11)	21 (9.72)	5 (7.69)	32	9.01
Total :	74 (100.00)	216 (100.00)	65 (100.00)	355	100.00

Out of 336 respondents hardly 28 come from a family where husband's income was less than 250. This reveals that respondents taking to higher education basically come from middle and upper income groups. This also indicates that for overwhelming majority of women belonging to lower income groups higher education is still not accessible. Nearly 55% i.e. about 187 respondents come from middle income group is not worthy. Another 27% i.e. 187 come from upper middle group. Only 5.5% i.e. 20 respondents belong to the higher income bracket also deserve to be noted. In this connection a significant difference is to be found between Bombay

University students and the S.N.D.T. Women's University students. Further there is also a difference between the regular students and externals of the S.N.D.T. Women's University. While in Bombay University we have nearly 15.87% of women coming from higher income group, about 9.23% come from this group are regular students and only 1.84% of the externals belong to this category.

When the income of family as a whole inclusive of husband's income is taken into account, we find that the higher and upper middle income brackets are much larger, this indicates that educational opportunities are more accessible to economically more advantaged group.

The Table III-14 giving the income background of the parental family, suggests relatively an even distribution of income groups of family of orientation of the respondents. However, two features stand out clearly:

- (i) About 10% of the respondents' parents have no income; while about 22.54% have an income which comes in the bracket of higher income group.
- (ii) The fact that the majority of the respondents have a family income on the side of the parents which is lower than the income of the in-laws is worth noting. The fact that about 22% of the respondents come from the parental family whose income is 250 and below reveal that a large number of girls have been married into families whose income is relatively higher than that of their parents.

#### OCCUPATION :

While attempting to examine the occupational background of the husband of the respondents, we were confronted with a number of difficulties. Our first problem was to classify the occupations. Here it should be noted

that the classification adopted by census could not be adequate for our purposes. Our problem was to elaborate various shades within some of the occupations which roughly belong to business, professional and service sectors. We could have adopted <sup>these</sup> three major classifications. However, the income disparity as well as status differentials compelled us to further sub-divide the occupational groups. For this purpose we searched for classifications adopted by various scholars and institutions. On the basis of some of these classifications we tried to device <sup>our own</sup> categories for ~~the~~ <sup>present</sup> study. With a view to arriving at a correct picture as seen by the respondents we decided to get the information about occupations from the respondents as they understood. After taking that response, we tried to classify their occupations in the categories mentioned in the table as arrived at by us. Even while reducing the respondents' description to our classification, we faced other difficulties. Respondents sometimes knew very vaguely the nature of the occupations of their husbands. Sometimes they said that their husbands were going to office or shop; but beyond this they could not supply us any information. Further, while grouping some of the husband's occupations into service, clerical, skilled and managerial work, we experienced the difficulty of placing borderline cases. However, this classification was tentatively worked out also by correlating occupation with income. A person belonging to higher income group and going to office was placed in 'service' category rather in 'clerical' category, on the ground that income brackets of clerks would be below Rs.500/-. The following table delineates the occupational background of the husband of the respondent.

Table III-15

Table showing the distribution of the respondents according to the occupation of their husbands :

Occupation	Regular	External	Bombay University	Total	Percentage
Managerial & Administrative	1 (1.54)	5 (2.30)	5 (7.95)	11	3.19
Business	2 (3.08)	8 (3.69)	3 (4.76)	13	3.76
Professional	14 (21.54)	55 (25.35)	15 (23.81)	84	24.35
Medium sized trade	2 (3.08)	10 (4.61)	2 (3.17)	14	4.06
Skilled	0 (0.00)	4 (1.84)	0 (0.00)	4	1.16
Clerical	5 (7.68)	20 (9.22)	4 (6.35)	29	8.41
Service	34 (52.31)	113 (52.07)	32 (50.79)	179	51.88
*Any other	6 (9.23)	1 (0.46)	0 (0.00)	7	2.03
Non response	1 (1.54)	1 (0.46)	2 (3.17)	4	1.16
Total	65 (100.00)	217 (100.00)	63 (100.00)	345	100.00

\* Any other includes - retired, private tutor, student, pensioner, conducting tailoring classes, conducting private classes; and social worker.

The table reveals some features about the occupational background of the respondents, which require special mention;

- (1) The 'service' category constitute more than half the occupational groups. The second largest category is comprised of professionals which constitutes more than 25%.

If we combine managerial, skilled, clerical and service categories as belonging to salariat, then we can state that nearly 69% of the respondents' husbands come from this group, the next group being professionals, followed by business, both medium size and large. This means that the higher education of married women is mostly to be found among those families where husbands are themselves educated and who work in one or the other variety of salariat-occupations. Consequently, it may be remarked that in this sample married women students largely come from white-collared occupational background (in terms of husbands' occupation).

Even after 20 years of independence, we do not find a single respondent coming either from working class or artisan group. This limitation deserves consideration, because it implies that education is still a preserve of upper income and prestigious occupation groups.

#### CULTURAL BACKGROUND:

With a view to properly understanding the socio-economic background of the married women students, we felt that the study of the leisure time spent by the respondents would be valuable. We therefore asked some questions with regard to their leisure time activities. We presumed that the wider participation in the social and cultural activities may be revealed either in the form of membership and active interest in the voluntary associations like women's organisation or by being highly oriented to the activities pertaining to larger social cause, such as association and active participation in political parties and programme. We also felt that in tune with the growing interest in observance of religious days and participation in various religious activities<sup>in recent times,</sup> the information about the



religious practices and observances of the respondents may also throw light on their cultural background and utilization of leisure-time. We had also asked one question to find out how they utilized their extra-time over and above their household work and regular study? In this question we had also asked about the priorities which they gave to various extra-domestic activities.

Data has shown that out of the 65 regular, 217 external, and 63 Bombay University married respondents, 62 regular respondents have husbands who are not members of political parties and the same holds for 206 external and 60 Bombay University respondents. This question is not applicable for 10 regular, 12 external and 2 Bombay University widowed and separated respondents.

The following table shows the distribution of those respondents whose husbands are members of political parties, with reference to the degree of participation:

Table III-16

Participation	Regular Students	External Students	Bombay University Students	Total	Percentage.
Active	3	4	1	8	
Not-active	0	7	2	9	
Total	3	11	3	17	

Table III-17

Out of the total sample it was found that 71 regular, 220 external and 61 Bombay University respondents were not members of political parties. It followed therefore that 4 regular, 9 external and 4 Bombay University respondents were members.

Table showing the distribution of the respondents according to their participation in Political parties;

Participation	Regular students	External students	Bombay University students	Total
Active	1	1	2	4
Not-active	3	8	2	13
Total	4	9	4	17

Table III-18

The data showed that 66 out of 75 regular students, 177 out of 229 external students and 55 out of 65 Bombay University students were not members of any Women's organisation :

The table shows the distribution, of the respondents who were members, according to the frequency of their visits to the women's organization:

Frequency of Attendance	Regular Students	External students	Bombay University Students	Total	Percent-age.
Very frequently	1 (11.11)	14 (23.73)	3 (30.00)	18	23.08
Frequently	0 (0.00)	4 (0.00)	1 (10.00)	5	6.41
Irregular	7 (77.78)	37 (62.70)	6 (60.00)	50	64.10
Nover	1 (11.11)	4 (6.78)	0 (0.00)	5	6.41
Total	9 (100.00)	59 (99.99)	10 (100.00)	78	100.00

In this table, very frequently implies once every week and frequently means once every month.

Table III-19

Data has revealed that 72 out of 75 regular students, 216 out of 229 external and 57 out of 65 Bombay University students that is 93% on the total were not members of any club.

The table shows the distribution of those respondents who are members of a Club, according to the frequency of their attendance:

Frequency of Attendance	Regular students	External students	Bombay University students	Total	Percentage
Very frequently	1	7	5	13	
Frequently	0	1	1	2	
Irregular	2	5	2	9	
Total	3	13	8	24	

The terms frequently and very frequently stand for attendance once a month and once a week respectively.

As seen from table III-18 out of 369 respondents only 78 i.e. approximately 21% were members of various organizations. This reveals how very few married students participate in extra-domestic social activities. Further even out of these 78 respondents nearly 69% were participating in the activities of the organization very irregularly as well as passively. Among professionals, business men and higher service groups a trend is developing where club-going becomes a part of cultural life. Wives are generally supposed to join their husbands in their club life. With a view to find out how many of our respondents were enjoying club life; we had asked specific questions. We found

that out of 369 respondents only 24 were members of some club. This reveals that wider social participation by educated married women students is almost negligible. This fact is further proved if we observe the data regarding political activities of the respondents as revealed in tables III-16 and III-17. Only 17 students were associated with political parties and from them only 4 were active members of the political parties. This indicates poor involvement of the respondents. Another interesting fact revealed by the table is the same number of politically conscious husbands. The only difference between the respondents and the husbands is that while there were only 4 respondents who were active members of the political parties, there were 8 husbands who were active.

As regards how the respondents spend their time besides household work and regular studies, an interesting picture emerges as revealed in the following table

Table III-20

Table showing the distribution of the respondents according to the kind of work, besides household work and regular study, for which they give first priority:

Work given first priority	Regular	External	Bombay University	Total	Percentage
1	2	3	4	5	6
Hobby	9 (12.16)	43 (19.20)	13 (20.31)	65	17.96
Social calls	18 (24.32)	23 (10.27)	13 (20.31)	54	14.92
Going to pictures or any other entertainment.	2 (2.70)	10 (4.46)	6 (9.38)	18	4.97
Extra reading	28 (37.84)	117 (52.23)	19 (29.69)	164	45.30

contd...

1	2	3	4	5	6
Accompanying husband in his social life	10 (13.52)	10 (4.46)	6 (9.38)	26	7.18
Visiting friends	2 (2.70)	3 (1.34)	3 (4.09)	8	2.21
Social work	1 (1.35)	5 (2.23)	0 (0.00)	6	1.66
Relaxing	1 (1.35)	10 (4.46)	4 (6.25)	15	4.14
* Any other	3 (4.05)	3 (1.34)	0 (0.00)	6	1.66
Total	74 (99.99)	224 (99.99)	64 (99.99)	362	100.00

\* Taking Children for a walk.

Repairing clothes.

Extra Cleaning in the house.

Going for Kathasravana.

Sewing others' clothes.

Extra household work.

Treating guests.

Doing school work like correcting notes.

Out of 362 who answered these questions 164 i.e. 45.30% devote considerable time in extra-reading. The next largest group composed of 80 i.e. nearly 22% spent their time in activities connected with social responsibilities as a part of their role as wives contrary to the general impression, only 18 i.e. 4.97% of the married women respondents go to picture or other entertainment programmes. This fact deserves to be noted.

While attempting to find out the type of extra reading which the respondents do, following features revealed in Table III-21 and III-22 were located.

Table III-21

Table showing the distribution of the respondents according to whether they read magazines or not :

	Regular students	External students	Bombay University students	Total	Percentage
Yes	67 (89.33)	200 (87.34)	61 (93.85)	328	88.89
No	8 (10.67)	29 (12.66)	4 (6.15)	41	11.11
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table III-22

Table showing the distribution of the respondents according to whether they do general reading or not.

	Regular students	External students	Bombay University students	Total	Percentage
Yes	64 (85.33)	187 (81.66)	56 (86.15)	307	83.20
No	11 (14.67)	42 (18.34)	9 (13.85)	62	16.80
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Out of 369, as many as 328 students read magazines. The fact that 41 of the respondents i.e. 11.11% of the students do not read magazines at all deserve to be recorded. Similarly while 307 respondents do some general reading as many as 62 do not do any general reading at all.

In spite of the fact that married women students have to perform numerous roles leaving them very little time even

for regular studies,\* so many students scan through journals and spend some time in some light reading.

Probably, those students would go in for more reading given better facilities.

#### Student - Mother :

Having understood the general socio-economic background of married women students we will now examine the peculiar triple role which married women students have to perform when they are also mothers. If a married woman trying to study finds herself torn between two different loyalties, her problem becomes more complex, if she also is a mother. As a mother she is expected to look after her children and cater to their various needs. In fact, the role of the mother is extremely complex and variegated. The concept of mother which is generally considered to be clear, is very spongy and as Freddie Sabghir describes, "The range of behaviour permitted to mothers in our society is varying from extremely nurturant to brutal, from supervisory to laissez-faire, from primarily expressive to largely instrumental etc."<sup>1</sup> However, in the background of the Indian setting there is always a lurking anxiety in the minds of student-mothers, that they are sacrificing the just claims of their children at the altar of the goddess of knowledge. In fact much of the strain and stress to the mother will depend upon various factors like number of children, ages of children and outside sharing in the task of looking after the children. However one fundamental feature with regard to maternal role is that a woman who find fulfillment as a mother may not mind any number of obligations connected with this role.

1. Unpublished paper on Role Specifications.

\*. Refer to table in next chapter

Table III-23

Table showing the distribution of respondents according to whether they have children or not

	Regular students	External students	Bombay University students	Total	Percentage
Yes	39 (52.00)	191 (83.41)	52 (80.00)	282	76.42
No	36 (48.00)	38 (16.59)	13 (20.00)	87	23.58
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table III-24

Table showing distribution of respondents according to the number of children they have.

No. of Children	Regular students	External students	Bombay University students	Total	Percentage
One	15 (38.46)	61 (31.94)	26 (50.00)	102	36.17
Two	16 (41.03)	75 (39.27)	19 (36.54)	110	39.01
Three	5 (12.82)	43 (22.51)	3 (5.74)	51	18.09
Four	3 (7.89)	9 (4.71)	2 (3.85)	14	4.96
Five	0 (0.00)	3 (1.57)	2 (3.85)	5	1.77
Total	39 (100.00)	191 (100.00)	52 (100.00)	282	100.00

Table III-24 shows that nearly 76% i.e. 282 students out of 369 have children. Out of these 36% i.e. 102 respondents are with one child and 110 respondents with two children.



The fact that remaining 25% of the respondents have more than two children may suggest that the student mother is studying under good deal of physical pressure.

The inter-university comparison reveals that there are more student mothers i.e. 80% in Bombay University students than in the Regular students of S.N.D.T. Women's University, 52%. The prepondemance of external students with children is as expected. This is also seen from the table ~~VI~~-14 which shows that nearly 56% of the students who are studying privately are doing so because they have to take care of their children.

We will now try to assess the involvement of the mother in looking after the children. As is well-known the task of looking after children, and socializing them falls very largely on the mother. It may be shared by a family member or a servant, but overwhelmingly the responsibility lies with the mother. Further, the extent of the task will depend considerably upon the ages of the children and the facilities available to the student mother in full-filling these tasks. Table III-25 gives an idea of the respondents' involvement in activities concerning the children. The respondents were given the choice to check relevant answers. They were also permitted to give multiple answers, and as a consequence we get an idea of the varieties of activities which are carried on by the mothers in the process of looking after their children. This picture may not give us the exact idea of the burden on the student mother, however, it does provide interesting insight into this vital aspect of student mother's role.

Table III-25

Table showing the distribution of the respondents according to the activities concerning children in which they are engaged:

Activity	Regular	External	Bombay University	Total	Percent- age from 282
Nursing & Feeding	23 (58.97)	99 (51.83)	26 (50.00)	148	52.48
Preparing for School	22 (56.41)	108 (56.54)	30 (57.69)	160	56.74
Helping for School	24 (61.54)	129 (67.54)	31 (59.62)	184	65.25
Organizing Recreation	24 (61.54)	117 (61.26)	37 (71.15)	178	63.12
Children are grown up	1 (2.56)	8 (4.19)	1 (1.92)	10	3.55
Children are staying elsewhere	3 (7.69)	3 (1.57)	6 (11.54)	12	4.26
Miscellaneous	4 (10.26)	15 (7.85)	2 (3.85)	21	7.45

Total

Note: Percentages are not from the total number of respondents in each category, but from 39, 191 and 52 for the three categories respectively.

Table III-25 indicates that nearly 4% of mother respondents have grown up children, and other 4% have their children staying elsewhere. Thus we can presume that nearly 8% respondents might have less responsibility in connection with their children.

The fact that 52.48% of the mothers are involved in the activity of nursing and feeding the tiny tots, suggest the amount of strain which they might have to mentally undergo in the process of either attending the College or organizing their studies. A number of mothers, as appears from the answers, are involved in activities like preparing the children for school, helping them in their studies, and at times providing recreational activities, also. All these reveal that the student mothers have to spend considerable time in looking after the children.

For student mothers, the problem of looking after children become more demanding when they have children, who are of delicate health, physically handicapped, mentally retarded and <sup>therefore</sup> require special care. Such children impose heavy and strenuous responsibility on mother. With a view to finding out the children's background in this respect we had asked certain questions.

Table III-26

The previous table has revealed that out of the total population, 282 respondents have children. Out of these 31 regular do not have to pay special attention to their children, and the same holds true for 166 external and 47 Bombay University respondents.

Table showing the distribution of the respondents according to the reasons for giving special attention to their children

Reasons	Regular Students	External Students	Bombay University Students	Total	Percentage
Physically handicapped	1 (12.50)	1 (4.00)	2 (40.00)	4	10.53
Mentally retarded	1 (12.50)	1 (4.00)	0 (0.00)	2	5.26
Delicate Health	4 (50.00)	20 (80.00)	1 (20.00)	25	65.79
Over active	1 (12.50)	3 (12.00)	1 (20.00)	5	13.16
Sensitive	0 (0.00)	0 (0.00)	1 (20.00)	1	2.63
*Any other	1 (12.50)	0 (0.00)	0 (0.00)	1	2.63
Total	8	25	5	38	

\*Any other; implies having to give special attention because of swelling of the liver.

Table III-26 indicates certain significant features. 38 mothers faced the problem of giving special attention to their children. 25 mothers had children who were of delicate health and 4 were having handicapped children. It is possible that such cases are more than what is found in the data, since in Indian situation a mother would rarely declare the defects of her children.

For mothers pursuing education, care of the child may necessitate some outside assistance. With a view to find out, how many of the mother respondents are relieved from spending their time on child-care, we asked a structured question viz. 'besides you who looks after your children?' In this question we had specified certain categories of persons who would help her. The following table III-27 gives us the distribution of the respondents according to the persons besides themselves whom they entrust their children.

Table III-27

Table showing the distribution of the respondents according to the people besides themselves whom they entrust their children with:

	Regular	External	Bombay University	Total	Percentage from 282
Nobody	4 (10.26)	71 (37.17)	3 (5.77)	78	27.66
Servant	5 (12.82)	25 (13.09)	15 (28.85)	45	15.96
Member of the family	19 (48.72)	47 (24.61)	20 (38.46)	86	30.50
Member of the parents' family	9 (23.08)	27 (14.14)	17 (32.69)	53	18.79
Neighbour	1 (2.56)	0 (0.00)	1 (1.92)	2	0.71
Baby-sitter	0 (0.00)	1 (0.52)	0 (0.00)	1	0.35
Not necessary	5 (12.82)	26 (13.61)	2 (3.85)	33	11.70

Note: The percentages are from the totals of 39, 191, and 52 for the three categories respectively.

It may be further noted that for 78 respondents there is no body to look after their children besides themselves. It is very revealing that out of these 78 respondents, 71 i.e. nearly 90% are external students. This leads us to remark that since these mothers have no body to look after their children, they might have opted for being external students, so that they might be able to look after the child as well as study.

If we relate the fact of the type of household and the absence of assistance for looking after children it indicates that out of 78 respondents 58 i.e. nearly 75% belong to nuclear family. Since they are staying in nuclear family, they have to depend on their own resources for looking after children and house work.

More surprising element revealed from the relating of two data is that out of 78 respondents in this category, 7 i.e. 8.8% live in joint family, 8 i.e. 10.2% belong to family where one of the members of in-law family is residing with the respondent, and there are 4 respondents i.e. 5.1% live in a type of household where one of the members from parent's family is staying with the respondent. It may mean that the members other than the core unit are either themselves too old or too young to look after the children. Consequently the entire responsibility falls on mother.

About 23 i.e. 11.79% of the respondents indicated that such help was not necessary since their children had grown up. The rest of the respondents did take some help to look after their children. The table reveals that that majority of respondents have to rely on the assistance

of members of the family. That out of them as many as 53 respondents have to depend on their parents' family deserves to be noted. It indicates that married women students as noted earlier coming from nuclear families fall back upon their parental kins. That non-kin group like, neighbours, are still not significant reveals how neighbourhood sentiment in terms of child care is not still developed. Similarly, in a modernizing urban setting the practice of baby sitting is hardly emerging as a pattern as in the West also should be noted. This point is highlighted here to point out how in modernizing activity social system the traditional sentiments are sustained more due to absence of modern facilities to look after the children of married women taking to education or going for earning rather than for their inherent value.

The fact that as many as 72.15% of the respondents recognised the importance of the facilities such as nurseries, deserves to be noted in the context of the present table. This indicates how student-mother respondents acutely feel the need for outside assistance.

We will examine the stresses and strains of the mother students who are also employees, and thereby performing four roles. The problem for employed mother students becomes more acute because in the process of performing all these roles she has to perforce rely on outside agencies on a larger scale. In our enquiry there were students who were employed. Out of them 25 i.e. 18.25% had no children; out of the remaining 112, 37 had grown up children and therefore felt that outside help was not necessary. All the rest i.e. 75 were compelled to take help either from the kin or the servant. Here also we find, that excepting external students numbering 4 there was no help in the form of neighbours or any other.

The fact that neighbourhood or any other type of social amenity for looking after children is not even found in this section also confirm, the paucity of wider associational specialized assistance.

We have now tried to capture the pattern of outside activities, domestic work as well as the assistance which married women students with children have evolved. We wanted to be more specific about the amount of time which these student respondents spend in looking after the children. A specific question was asked in this connection. The following table discloses the time spent by the respondents in child care.

Table III-28

Table showing the distribution of the respondents according to the hours they spend in Child-care.

Time Spent (Hours)	Regular students	External students	Bombay University students	Total	Percent- age
Nil	5 (12.82)	12 (6.28)	6 (11.54)	23	8.16
Less than 1 hour	5 (12.82)	16 (8.38)	2 (3.85)	23	8.16
2 - 3 hours	18 (46.15)	65 (34.03)	18 (34.61)	101	35.81
4 - 6 hours	11 (28.21)	87 (45.55)	25 (48.08)	123	43.62
7 - 10 hours	0 (0.00)	10 (5.24)	1 (1.92)	11	3.90
More than 10	0 (0.00)	1 (0.52)	0 (0.00)	1	0.35
Total	39	191	52	282	

As the data reveals, there are nearly 8.16% of the student sample which have not to spend any time on the child care. Similarly equal number of the mothers devote less than 1 hour in this function. That as many as 84% of the student-mothers, have to devote more than two hours only on child-care is significant in understanding the stresses and strains in performing various roles. About 101 i.e. 35.81% have to devote between two and three hours while more than 47% have to spend more than 4 hours and 13 of them even spend seven to more than 10 hours indicate what a big slice of time is consumed in this activity.

Some interesting inter-university comparison deserve to be noted. While out of S.N.D.T. Women's University regular students larger number have to spend between two and three hours, the larger number of Bombay University students i.e. nearly 48.8% of them spend 4 to 6 hours in child care. This may be due to the fact that majority of the students belong to nuclear family and therefore are devoting more time for child care.

#### Summary of social background of the respondents

Putting the data together it may be observed that the respondents in this study, predominantly come from Hindu community, and are primarily upper castes. Marathi and Gujarati language groups are marked out considerably. Since the study is of the married women students, therefore the age of the respondents is quite high. Average age of the three categories viz. Regular, External and Bombay University comes to be 28.47, 31.28 and 28.59 respectively. If we consider 16 + as the age of college entry and 20 + for post-graduate studies, the average age of the respondents in this study is significantly high. Further if we consider



the average age of marriage it comes to 20.25, 20.64 and 21.06 for Regular, External and Bombay University students respectively. This data indicates that an average 7 to 10 years are spent before the married woman thinks of taking higher education.

In the present value system it is not natural to come across many more husbands who are less educated than their wives, and therefore nearly 78.11 of the husbands of the respondents have qualifications which are of graduate level or more. It is really very surprising to find nearly 23% of the respondents who are educated less than their wives. Their attitude to the wife's education will be an interesting finding.

As found in similar studies on college students, respondents in this study also belong largely to middle and upper income groups. The husbands predominantly pursue jobs which may be described <sup>as</sup> of white collar salariat or professional nature.

The family-type has considerable impact on the pursuit of education of married woman. In the present study predominance of respondents belonging to nuclear families is very striking. In order to <sup>grant</sup> the real significance of the type of the family and educational pursuit of married woman, if we compare the type in different categories of students, 2 facts emerge out very sharply.

- (1) 55.90% of the external students of the S.N.D.T. Women's University come from nuclear family, while only 36% of the Regular students come from this type.
- (2) In the case of Bombay University students 52.31% come from nuclear family.

It may thus be concluded on this limited data, that the Bombay University students are likely to feel the strains of

the dual role more, because they are attending the College and thus playing the student role fully. Further, they are also expected to look after home and children on their own

One very significant aspect of the background of the respondents in the present study is that over and above the position of wife many of them occupy the position of mother too. 76.42% of the respondents have children, and 36.17% have one child and 39.01% have two children. As expected the external students have more children. This is so because one of the reasons why they are external is that they have to fulfill the obligations as mother. The data further shows that the education of mother has some relevance on the number of children. The data in the present study points out that excepting for 22 mothers whose children are either grown up or are studying elsewhere, all the remaining mothers have to look after their children and devote some time on them. We have found that nearly 36% of the mothers spend 2 to 3 hours in this activity, while nearly 44% have to spend 4 to 6 hours after the children. Many of the student-mothers are helped by the members of the in-law's family or of the parents' family. The married women in this study, as will be pointed out subsequently also, have very substantial interaction with the members of the parents' family.

Married women students occupying two positions simultaneously are in some cases involved in the third role also viz. that of an employee. Bothered by the responsibilities of multiple role performance, she hardly finds time for extra domestic social participation. Whenever she finds time she just scans through the magazines and relaxes.

The picture that emerges from the data on social background is of a person who is considerably involved in her role as wife and mother. In the next chapter we will study the married women in her student role.

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MARRIED WOMAN AS A STUDENT

10

INTRODUCTION :

In this section we propose to focus our attention on married woman in her student role. One of the major objectives of the present study was to find out how married women are as students ? The performance of this category of students in the examination, the physical facility which affect their performance, the reading habits, the involvement in the college activity, the financial situation and the difficulties which they perceive as students are some of the major areas which are likely to highlight the picture of married woman as a student. Further we felt that factors like marriage before or after they took to higher education, as well as their ability or inability to continue or otherwise pursue their studies were also important in shaping them as students. Thus we enquired at the outset whether the students in the present study were married before or after they joined College. There is a common feeling that a married woman required some time for adjustment in the family and further she is really free for regular, educational activity only after her children start going to school. With a view to testing this impression we thought that data collected on the time gap between her educational pursuits and marriage may help us in forming the correct estimate of the situation. There was third feature about student's educational pursuits which we felt may prove helpful to assess married woman's role as a student. We therefore tried to find out whether the respondents joining the S.N.D.T. Women's University as regular or external student were deciding so as a consequence of marriage situation or for other reasons. It was our hunch

that the special facilities in terms of permitting the students appear in the examination as private candidates might have turned some regular students to external ones after marriage. All these aspects will be seen in the following pages.

PROFILE OF A MARRIED STUDENT:

Table IV - 1

Table showing the distribution of Respondents according to Classes in which they are studying.

Class	Regular	S.N.D.T. External	Bombay University	Total
P.U.C.	8 (10.6)	76 (33.1)	4 (6.2)	88 (23.9)
F.Y.A.	6 (8.00)	55 (24.1)	4 (6.2)	65 (17.6)
Jr.B.A.	6 (8.00)	26 (11.3)	3 (4.6)	35 (9.4)
Sr.B.A.	8 (10.6)	32 (13.1)	8 (12.3)	48 (13.08)
Jr.M.A.	1 (1.3)	19 (8.2)	1 (1.5)	21 (5.6)
Sr.M.A.	4 (5.3)	15 (6.4)	8 (12.3)	27 (7.3)
B.Sc.(H,Sc.)	1 (1.3)	-	-	1 (0.02)
B.Lib.Sc.	2 (2.6)	-	-	2 (0.05)
B.Ed.	30 (40.0)	-	29 (44.6)	59 (15.9)
M.Ed.	4 (5.3)	6 (2.6)	-	10 (2.7)
Dip.Ed.	5 (6.6)	-	8 (12.3)	13 (3.5)
Total	75	229	65	369

Note: P.U.C. in case of Bombay University indicate F.Y.A. and F.Y.A. is Inter-mediate Arts.

The table indicates that in both the regular and Bombay University respondents, the largest concentration is in the B.Ed. class. This can be due to varieties of factors. Teaching profession is the profession which is very suitable to women and more particularly married women, those who are

already teaching in the school, or those who wish to join the profession, take this necessary training either for entry into the profession or for promotion. If we calculate diploma of teaching post-graduate training in education as well as training in Library Science, we find that among the regular as well as Bombay University students, 56.6% and 57.4% respectively appear to have taken up the position of student **for the job purposes.**

The picture is quite different as far as the external students are concerned. The private students in the S.N.D.T. University do not get opportunity of entry into the professional courses. Consequently they have to be regular students. Since this course of action does not appear to be open to them, they are distributed in the Liberal Arts classes. However, it is very surprising to find more concentration in the initial classes such as Pre-University and First Year Arts. It may mean that here are some respondents who have powerful desire to study and they are not shy of starting from the beginning. An intensive study of this group of students over a period of time, may throw more light on implication of marriage on education.

As far as the respondents in the present enquiry are concerned, one of the most relevant data is whether they started higher education before marriage or after marriage. Following table provides that data.

Table IV-2

Table showing the distribution of the respondents according to whether they have begun higher education before marriage or after:

When higher Education was started	Regular	External	Bombay University	Total	Percentage.
After marriage	36 (48.00)	171 (74.67)	16 (24.62)	223	60.43
Before marriage	39 (52.00)	53 (25.33)	49 (75.38)	146	39.57
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

The table indicates that 60.43% of the students had started higher education after marriage and only 39.57% had started before marriage. This means that among married students in this sample, a majority began their higher educational career after marriage. Taking horizontal figures it can be seen that <sup>these</sup> out of 76.68% are external students, while rest are regular students either of Bombay University or S.N.D.T. Women's University. This indicates the role of marriage situation on Education. This is further borne out by the fact that among students who started education before marriage, majority i.e. 60% were regular, taking both the S.N.D.T. and Bombay University figures together. Moreover, among 88 regulars who started higher education before marriage 49 cases or 55% were students of Bombay University. With a view to get clear picture of the educational pursuits, we collected data in connection with the continuity maintained in their education.

Table IV-3

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Table showing the distribution of students starting higher education before marriage, whether they could continue immediately after marriage :

	Regular students	External students	Bombay University students	Total	Percentage
No. of students who continued immediately after marriage	17 (43.58)	13 (22.41)	18 (34.69)	48	32.87
No. of students who could not continue immediately after marriage	22 (56.42)	45 (77.29)	31 (65.31)	98	67.12
Total	39 (100.00)	45 (100.00)	49 (100.00)	146	99.99

In spite of the fact that the higher education might have been started before marriage, the crux of the problem is whether the student was able to continue her studies after she married. The data reveals that nearly 67.12% of the students were not able to continue their education immediately after marriage. In the above table the Bombay University figures also indicate the same trend, that though 49 students had started their education before marriage only 18 were able to continue after marriage.

Thus only 48 respondents i.e. only 32% out of 148 students who had started their education before marriage were able to continue after marriage. Another fact of impact of marriage on education, can be gauged from the following data which indicates the waiting period spent after marriage before taking higher education.

Table IV - 4

Table showing the distribution of students (who had started the higher education after marriage) with regard to the time spent before taking higher education

Time spent after marriage before taking higher education.	Regular students	External students	Bombay University students	Total
1. No. of students who started immediately after marriage.	7 (19.44)	8 (4.68)	1 (6.25)	16 (7.18)
2. No. of students who started within less than a year after marriage	0 (0.00)	1 (0.59)	1 (6.25)	2 (0.89)
3. No. of students who started within 1-3 years after marriage	9 (25.00)	36 (21.05)	3 (18.75)	48 (21.53)
4. Within 4-6 years after marriage	4 (11.11)	28 (16.37)	2 (12.50)	34 (15.25)
5. Within 7-10 years after marriage	5 (13.89)	35 (20.47)	4 (25.00)	44 (19.73)
6. Within 11-15 years after marriage	6 (16.67)	38 (22.22)	5 (31.25)	49 (21.97)
7. Within 16-20 years after marriage	3 (8.33)	17 (9.94)	0 (0.00)	20 (8.97)
8. After 20 years and more	1 (2.78)	7 (4.09)	0 (0.00)	8 (3.59)
9. Non-Response	1 (2.78)	1 (0.59)	0 (0.00)	2 (0.89)
Total	36 (100.00)	171 (100.00)	16 (100.00)	223 (100.00)

The data in the above table points out how nearly 70% of the respondents had to wait for more than 4 years to start their higher education. That as many as 34.53% of the respondents could not take to higher education for



a decade and more indicates the heavy responsibility working as deterrants to them in the pursuit of their knowledge. Of course we cannot draw any conclusion out of this limited data. It is possible that after marriage, for a considerable period, the respondent might not have even thought of pursuing educational activity. There might be various contributory factors, such as, grown up children, leisure time, influence of the neighbourhood persuasion of friends, new awareness, job requirement and so many other things. However more important point is that due to marriage, woman is confronted with special responsibilities which prevent her from devoting her full attention to student role. This has to be further seen in the context. A very large number of the respondents had no obstacle in the form of lack of approval from their husbands or other members of their family.<sup>1</sup> This situations also unfolds another facet of married women students attitudes. That such a large number patiently waits for circumstances to be favourable and starts the education even after a gap of decade or two indicate the determination on the part of the respondents to pursue education.

We tried to find out why married woman student discontinued their studies during their married life. The following table points out the reasons for postponing their educational activity.

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1 Ref. to Table. IV - 4

Table IV -5

Table showing the distribution of the respondents according to the reasons why their education has not been continuous since marriage.

Reasons	Regular	External	Bombay Univ.	Total	Percentage out of 141
Because of pregnancy, because children were young and because of children's illness.	10 (40.00)	46 (56.79)	15 (42.36)	71	50.35
Personal	11 (44.00)	27 (33.33)	12 (54.29)	50	35.46
Difficulties and responsibility in the family.	6 (24.00)	22 (27.16)	5 (14.29)	33	23.40
Resentment in inlaw's family..	0 ( 0.00)	3 ( 3.70)	0 ( 0.00)	3	2.13
Resentment in parents' family	1 ( 4.00)	0 ( 0.00)	0 ( 0.00)	1	0.71
Circumstantial	7 (28.00)	12 (14.81)	6 (17.14)	25	17.73

The percentages are out of the totals of 25, 81 and 35, for the three categories respectively.

A cursory glance at the reasons for discontinuity in the education indicate that pregnancy, young age of children or illness of the children are the major factors for it. This suggests that the reasons for discontinuity in education are primarily related to maternal role. Along with this 23.4% of the students had difficulty

such as illness of the family member, death of father-in-law or mother-in-law, joint family demands or difficulties connected with servants. All these reasons indicate how the role of wife demands certain functions which lead to discontinuity.

There are 17.23% respondents who have certain circumstantial difficulty such as transfer of husbands, etc.

As the causes indicate, they are **preponderantly** linked up with the role of the student as wife and mother. This point we are highlighting for the simple reason that in spite of the fact that there may not be much opposition to the higher study from the in-law's family, as indicated earlier, there are definite responsibilities which are associated with woman as a wife and mother which put objective constraints in her pursuit of higher education.

It is also to be noted that nearly 35.46% of the students could not continue their studies because of the personal factors, such as illness of self, problems of adjustment of marriage and student life, failure in studies, etc.

All these reasons establish that by and large the difficulties in pursuing higher studies by the married women do not lie nearly with favourable or unfavourable family atmosphere but with the multiple responsibilities demanded by the norms of family life for the married woman.

The next question which tickled us was the way in which the respondents were able to surmount the difficulties arising out of their commitment to the role of wife and mother and pursue her student's role.

Table IV - G

Table showing the distribution of the respondents according to the reasons why they could resume their studies, having discontinued them after marriage:

Reasons	Regular	External	Bombay Univ.	Total	Percentage out of 141
Personal	10 (40.00)	37 (45.68)	17 (48.57)	64	45.39
Husband's desire & co-operation.	1 ( 4.00)	2 ( 2.47)	3 ( 8.57)	6	4.25
Children grew up and recovered from illness.	7 (28.00)	30 (37.03)	12 (34.29)	49	34.75
Family conditions congenial.	3 (12.00)	14 (11.28)	0 ( 0.00)	17	12.06
Separated from joint family.	0 ( 0.00)	2 ( 2.47)	1 ( 2.86)	3	2.13
Economic	1 ( 4.00)	1 ( 1.23)	0 ( 0.00)	2	1.42
Job requirement	3 (12.00)	3 ( 3.70)	7 (20.00)	13	9.22
Circumstantial	5 (20.00)	10 (12.34)	2 ( 5.71)	17	12.06

The percentages are out of the totals of 25, 31 and 35, for the three categories respectively.

From the table, it appears that a large majority of students i.e. 45.39% were able to resume their studies because of personal persistence.

Another group of nearly 34.75% of the respondents were able to join the threads because the children grew up, and did not require that much personal attention

The various explanations given in the data reveal that as soon as the family conditions become more congenial and also immediate personal problems get resolved the respondents take to education.

We should note that the data apparently does not emphasise the economic motivation as far as pursuit of higher education is concerned, but the fact that nearly 9.22% of the students reentered the educational portals for job purposes reveal how probably this factor might be one of the latent motivations for pursuing education.

In this connection, the inter university comparison also indicates more or less the same trend. The large number of Bombay University students also, like the S.N.D.T. Women's University students could not maintain their continuity because of their wifely duties.

After having surveyed the social conditions and the constraints in which the married women students study we will now examine their role as students.

#### PERFORMANCE IN THE EXAMINATION:

It has been believed that married students are no good students since they do not get sufficient time for study. It is also felt that many of them are of advanced age, they might find difficult to follow the intricate subjects. Following table gives us an idea of the performance of married students.

Table IV-7

Table showing the distribution of Respondents according to the percentage of marks obtained in the last examination

Percentage groups.	Regular students	External students	Bombay Univ. students	Total	percentage
Less than 30 p.c.	0 (0.00)	15 (6.55)	1 (1.54)	16	4.34
30-39 p.c.	7 (9.33)	36 (15.72)	9 (13.85)	52	14.09
40-49 p.c.	48 (64.00)	96 (41.92)	34 (52.31)	178	48.24
50-59 p.c.	9 (12.00)	56 (24.45)	17 (26.15)	82	22.22
60 p.c. and more	5 (6.67)	17 (7.42)	4 (6.15)	26	7.05
Allowed to keep terms	3 (4.00)	4 (1.75)	0 (0.00)	7	1.90
Not mentioned	3 (4.00)	5 (2.18)	0 (0.00)	8	2.17
Total	75 (100.00)	229 (99.99)	65 (100.00)	369	100.01

Table IV-7 gives us an idea of the academic performance of married students as revealed in their examination results. The data reveals that 7.05% of these students were able to get First Class in their last examination and nearly 22.22% were able to get more than 50% of marks. Thus the data indicate that nearly 30% were able to show good performance in the last examination. If we consider less than 30% as the failure in examination, only 4.34% have failed in their last examination. The data points out that marital status does not **lead** to **academic failure**. This can be seen from a glance through the Table IV-8.

Table IV-8

Table showing the distribution of the respondents according to those who have or have not experienced failure in the examination so far.

Experience at Regular Examination	Regular	External	Bombay Univ.	Total	Percent-age
Those who have experienced failure	30 (40.00)	113 (49.34)	18 (27.66)	161	43.63
Those who have not experienced failure.	45 (60.00)	116 (50.66)	47 (72.31)	208	56.37
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table IV - 9

Table showing the distribution of the respondents according to the number of times they have experienced failure at the examination.

Number of times failure experienced	Regular	External	Bombay Univ.	Total	Percent-age.
Once	24 (80.00)	85 (75.22)	13 (72.22)	122	75.78
Twice	4 (13.33)	20 (17.70)	5 (27.78)	29	18.01
Thrice	1 ( 3.33)	6 (5.31)	0 ( 0.00)	7	4.35
Four times and more.	1 ( 3.33)	2 (1.77)	0 ( 0.00)	3	1.86
Total	30 (99.99)	113 (100.00)	18 (100.00)	161	100.00

It is found that out of 369 students 208 students i.e. 56.37% have not experienced any failure while there are 161 students who have experienced failure at one time or the other in their educational career. The table makes the picture of the performance of the students clearer. Out of 161 who have experienced failure 75% have experienced it only once while only 4.35% of the students have experienced failure for more than two times. The performance of Bombay University students appears to be better than the S.N.D.T. Students.

#### FACILITIES FOR STUDY:

The performance of the students in the modern examination system depend largely upon the facilities available to the students as well as on the time spent after study and reading habit of the students.

The table IV-10 gives us an idea of the time spent for studies at home.



Table showing distribution of respondents according to the time spent for studies at home.

No. of hours	Regular students	External students	Bombay Univ. students	Total	Percentage.
Nil	3 (4.00)	7 (3.06)	1 (1.54)	11	2.98
1-2 Hours	34 (45.33)	92 (40.17)	25 (38.46)	151	40.92
3-4 Hours	13 (17.33)	40 (17.47)	6 (9.23)	59	15.99
5 Hours and more	2 (2.67)	6 (2.62)	2 (3.08)	10	2.71
Irregular	23 (30.67)	84 (36.68)	31 (47.69)	138	37.40
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

The data indicates that though nearly 41.4% of the students spend 1-2 hours for study there are nearly same percentage of the students who have declared that their time is very irregular. It may all depend upon the family situation. It is also significant to find that nearly 3% of the students do not devote any time for the study. However, it is quite encouraging to note that 10 students are able to devote more than 5 hours to study. When we come to the comparison of two Universities it is indeed very surprising to find that there are more married women students in the Bombay University who do not get regular time for study. Does it mean that they have more pressures at home? As expected the regular students do not get much time for study. 34 students of the S.N.D.T. University and 25 students of Bombay University just manage to devote 1-2 hours for study.

Table IV-11

Table showing the distribution of the respondents according to whether they were satisfied with the hours spent by them for studies:

	Regular students	External students	Bombay Univ. students	Total	Percentage
Yes	22 (29.33)	51 (22.27)	20 (30.77)	93	25.20
No.	53 (70.67)	177 (77.29)	45 (69.23)	275	74.53
Non- Response	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Overlooking the fact that there is a case of one non-response, the data of Table IV-11 shows that nearly 75% of the respondents are not very happy with the time spent for their studies. Though the reaction of the regular students of both S.N.D.T. and Bombay Universities is more or less the same, this feeling is rather strong amongst the external students. 177 out of 229 definitely feel that the time spent is not sufficient. This may mean that in spite of the fact that they are not constrained to attend College, they are so much involved in their other role that they cannot devote proper attention to their student role.

### ASSISTANCE IN THEIR STUDY:

The following two tables give us an idea about the help the respondents receive in their study. It may be that if a student is not very bright and she has financial means she may either keep a tutor or may go to coaching

classes. Many a time the external students who do not get the advantage of instruction in college may attend such coaching classes to get the benefit of instruction.

Table IV-12

Table showing the distribution of the respondents according to whether they attend special coaching classes or not.

	Regular Students	External Students	Bombay Univ. Students	Total	Percentage
Yes	2 (2.67)	43 (18.78)	0 (0.00)	45	12.20
No.	73 (97.33)	186 (81.22)	65 (100.00)	324	87.80
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table IV-13

Table showing the distribution of the respondents according to whether they have a special tutor or not

	Regular students	External students	Bombay Univ. students	Total	Percent- age.
Yes.	3 (4.00)	6 (2.62)	2 (3.08)	11	2.98
No.	72 (96.00)	223 (97.38)	63 (96.92)	358	97.02
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

As the data reveals a large proportion of the present sample i.e. 87.80% do not go to any coaching class. A still larger proportion i.e. 97.02% do not have any tutor.

As expected the external students attend special coaching classes more than regular students. It is quite interesting to note that while there is not a single Bombay University married woman student in this study attending any coaching class there are at least 2 respondents i.e. 3.08% who have a special tutor. Similarly among the regular students also there is slightly higher percentage i.e. from 2.67% to 4% who have private tutor.

It may be noted that among the externals the number of students having private **tutor** is very negligible i.e. 2.62%.

On the whole a large majority of the students have to rely on their own resources at college level. However, the percentage of 12.20 seeking additional help in their studies, may be due to the fact that there may be some students whose family condition might be financially better and they would like to strengthen their performance.

Another facility which might affect the performance of the students is the availability of the necessary books. It has been observed that many a time in Indian situation where students find it difficult to purchase all the essential books, they rely on various sources for securing these books. Examination of the following two tables gives us the picture of the availability of relevant material for their study.

Table IV-14

Table showing the distribution of the respondents according to those who have and those who do not have the necessary books.

Whether they possess the books	Regular	External	Bombay Univ.	Total	Percentage
No	42 (56.00)	64 (27.95)	40 (61.54)	146	39.57
Yes	33 (44.00)	165 (72.05)	25 (38.46)	223	60.43
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table IV-15

Table showing the distribution of the respondents according to the source from which they get the necessary books if they do not possess them:

Source	Regular	External	Bombay Univ.	Total	Percentage
Friends & Relatives.	17 (40.48)	27 (42.19)	10 (25.00)	54	36.99
From the Library	36 (85.71)	43 (67.19)	40 (100.00)	119	81.50
From professors	6 (14.29)	5 (7.81)	5 (12.50)	16	10.96
From the book bank	0 (0.00)	3 (4.69)	1 (2.50)	4	2.74
Go without them	0 (0.00)	9 (14.06)	0 (0.00)	9	6.16
Depend on class notes	18 (42.86)	4 (6.25)	11 (27.50)	33	22.60
Any other	1 (2.38)	0 (0.00)	0 (0.00)	1	0.68

Percentages are out of 42, 64 and 40 respondents for Regular External and Bombay University respondents respectively.

Any other: For books brought on hire basis from book-depot.

The value of books as an effective tool of ~~learning~~ has been recognised by all educationists. In this background if we study the table no. IV-14, it may be noted that 39.57% of the respondents do not possess necessary books. It is further surprising to find that nearly 56% of the regular students and 61.54% of the Bombay University do not possess the necessary reading material. Of course as far as the external students are concerned nearly 74% of the respondents had the necessary books in their possession. This may mean that since the external students are deprived of the advantage of class room learning and they have to rely on their own resources, they at least possess their own text books.

The non-possession of text-book can be due to various reasons. There might not be very many relevant books on particular subjects. Where the medium of instruction is regional language, the non-possession might be due to non-availability of text-books in regional language. It may also be due to financial situation of the family. In order to locate the relation between the non-possession of books and economic conditions following data might provide some clue.

Table showing total income level and non-possession of books by the respondents.

Income level	Regular	External	Bombay Univ.	Total	Percent-age.
Nil	-	1 (1.6)	-	1	0.60
250 & below	-	7 (10.9)	1 (2.5)	8	5.40
251 - 500	16 (38.1)	22 (34.4)	17 (42.5)	55	37.6
501 - 750	7 (16.7)	18 (28.1)	5 (12.2)	30	20.5
751 - 1000	3 (7.1)	1 (1.6)	7 (17.5)	11	7.51
1001-& above	6 (14.3)	10 (15.6)	6 (15.0)	22	15.71
Incomplete	6 (14.3)	3 (4.7)	4 (10.0)	13	8.9
Non-response	4 (9.5)	2 (3.1)	-	6	4.1
Total	42	64	40	146	

The data in the table reveals that there is some correlation between income back-ground and non-possession of books. However it is a revelation that 15% of the students whose income is above Rs.1000/- do not possess books. The data further reveals that income situation is common with regard to both regular and external

students as well as between S.N.D.T. and Bombay University students.

Since 146 respondents do not have relevant books, it is very likely that they have to depend on other sources for getting the material for study. The table shows that large number of students rely on the source of library. There are also quite a good number of students who get books from friends or relatives. Many of the regular students of the S.N.D.T. University as well as Bombay

University rely on class notes. When we find that 9 external students go without books, it would be worth probing into the fact as to how they must be appearing in the examination.

The book bank as well as the hire purchase scheme of some of the book stalls are certain innovations to meet the growing need of books of the students. In these schemes the student is not expected to bear the full financial burden of books. The data reveals a microscopic minority which is aware of such facility and makes use of them.

#### STUDY HABIT :

It is a matter of common knowledge that a good deal of success in the educational process depends on the study habit of the student. It may be mentioned here that the aspect of study habit is very important as far as the married woman is concerned because it does not depend entirely on her own will, but is considerably modified by the compulsions of the family circumstances:

Table IV-17

Table showing the distribution of the respondents according to their place of study :

Place of study	Regular	External	Bombay Univ.	Total	Percentage
Library	25 (33.33)	10 (4.37)	32 (49.23)	67	18.16
Home	72 (96.00)	227 (99.13)	59 (90.77)	358	97.02
Friends' or Relatives' Home.	4 (5.33)	0 (0.00)	0 (0.00)	4	1.08
Public Park	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27

Percentages are out of total number of respondents in each category.



Table gives us an idea of the place of study of the respondents. A multiple answer to this question has been given and hence we are not able to precisely gauge the place of study favoured by the respondents of the present study. However most of the respondents study at home. This might be because they can manage both the functions adequately. There is a negligible number of respondents who told that they use public park or the home of friends or relatives as their place of study. Though the respondents depend very largely on the books from the library, the library has not yet been used as adequate place for their studies. In the case of the externals this is as expected since they may not find it convenient to go to library.

Similarly the time of study also reveals the **impact** of marital status on their work pattern. Since our sample is composed of married women who have to perform household duties, it is very likely that they will get time to study either in early morning or late at night. Most of the married students, belonging to both the University are able to spare some time for study only after finishing the household routine or when they are free from interruption by household duties.

Table IV-18

Table showing the distribution of the respondents according to their time of study.

Time of study.	Regular	External	Bombay Univ.	Total	Percentage
Early morning	12 (16.00)	15 (6.55)	6 (9.23)	33	8.94
After noon	4 (5.33)	35 (15.28)	6 (9.23)	45	12.20
Early morning and Afternoon.	5 (6.67)	17 (7.42)	5 (7.69)	27	7.32
Late at night	15 (20.00)	60 (26.20)	21 (32.31)	96	26.02
Afternoon and late at night.	10 (13.33)	39 (17.03)	4 (6.15)	53	14.36
Early morning & late at night	19 (25.33)	30 (13.10)	12 (18.46)	61	16.53
Evening	1 (1.33)	3 (1.31)	2 (3.08)	6	1.63
Irregular	10 (13.33)	36 (15.72)	10 (15.38)	56	15.18

Percentages are out of total number of respondents in each category.

The financial burden involved in the study is also an important problem along with others for the married woman students.

The regular students of both the Universities are compelled to pay fees which are higher than those which are paid by the external students. The burden of paying fees might cause resentment in the minds of the person who bears the responsibility. Many a time parents have to spend money for their daughters' education even after marriage. Thus it appears that in modern times the obligations of the family of orientation are not over as soon as the daughter is

married. The financial burden of the education can be one of the important tension-generating situation. Following tables IV-19, IV-20, IV-21, IV-22 and IV-23, indicate the financial implications of the married women students;

Table IV-19

Table showing the distribution of the respondents according to those who are paying the full fees or studying on scholarship.

	Regular	External	Bombay Univ.	Total	percent- age.
I am a free student.	4 (5.33)	1 (0.44)	2 (3.08)	7	1.90
I am a part-free scholar	3 (4.00)	0 (0.00)	0 (0.00)	3	0.81
I am paying full fees	68 (90.67)	220 (99.56)	63 (96.92)	359	97.29
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table IV-20

Table showing the distribution of the respondents according to the source of help.

Source of help	Regular	External	Bombay Univ.	Total	Percentage
Government	3	1	0	4	40%
Special class	0	0	0	0	-
Special caste	0	0	0	0	-
Merits	0	0	1	1	10%
Poor students fund of the college.	4	0	1	5	50%
Total	7	1	2	10	

Table IV-21

Table showing the distribution of the respondents according to the source from which their fees are paid:

	Regular students	External students	Bombay Univ. students	Total	Percentage
Husband pays the fees	51 (68.00)	175 (76.42)	50 (76.92)	276	74.80
Head of the family	4 (5.33)	2 (0.87)	1 (1.54)	7	1.90
Parents	9 (12.00)	6 (2.62)	2 (3.08)	17	4.61
From own earnings.	6 (8.00)	45 (19.65)	10 (15.38)	61	16.53
Those who have received free studentship.	5 (6.67)	1 (0.44)	2 (3.08)	8	2.17
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.01

There are only 16 out of 75 regular students, 2 out of 229 external students and 21 out of 65 Bombay University students who get financial aid for their education.

Table IV-22

The following table shows the distribution of those respondents according to the financial aid (besides fees) received from other sources:

Sources of Financial aid	Regular students	External students	Bombay Univ. students	Total	Percentage
From the Government	12 (75.00)	0 (0.00)	18 (85.72)	30	76.92
From the parents	2 (12.50)	2 (100.00)	1 (4.76)	5	12.82
From the Institution.	2 (12.50)	0 (0.00)	2 (9.52)	4	10.26
Total	16 (100.00)	2 (100.00)	21 (100.00)	39	100.00

Out of 369, 352 students (67 out of 75 regular students, 223 out of 229 external students and 62 out of 65 Bombay University students) did not receive any help in the form of books.

Table below shows the distribution of the remaining respondents according to the help in the form of books received from other sources.

	Regular students	External students	Bombay Univ. students	Total	Percentage
From the Government	0	0	1	1	
From Parents.	2	1	0	3	
From caste-organization	1	3	1	5	
*From any other source	5	2	1	8	
Total	8	6	3	17	

\* Any other source includes the following :

- (1) Muslim Institution      (2) From the school she is teaching in.
- (3) From a friend            (4) From the community centre
- (5) From College            (6) From Sister.

The fact that nearly 98% of the students pay fees raises an important question who pays the bill ? Table IV-21 indicates that 276 students i.e. 74.80% are dependent on their husbands for their payment of the fees. 61 students are managing from their own earning.

That 17 students rely on their parents for their fees even after marriage deserves to be noted.

There are other financial involments for students taking higher education beyond payment of fees. There are some students who might be getting stipends from the Government or from the sponsoring institutions. As the table IV-22 reveals that there are three sources from which the students secure aid, viz. the government, the parents and the sponsoring institutions.

As the Table IV-22 reveals that there are three sources from which the students secure aid, viz. the Government, the parents and the sponsoring institutions.

Since the text-books have become very expensive many of the students are unable to purchase them. Besides book-shops number of other institutions or personal devices have been worked out by students to secure necessary books. Sometimes the books are borrowed from friends or relatives but in the Indian society one of the very important sources of help in this field is the caste organization. It is thus natural to find that 5 out of 17 students get books from caste organization. It is also significant to note that 3 students out of 17 are being helped by their parents. It has to be realized with a sense of seriousness that 352 students out of 369 students did not receive any financial help in the purchase of books and consequently there might be some students who had to go without them if they could not afford to purchase them. As indicated in Table IV-14 6.16% of the students belong to this category. All these students are externals.

#### PARTICIPATION IN THE EXTRA-CURRICULAR ACTIVITIES:

One of the features of the <sup>regular</sup> ~~Z~~ scholars is that they can participate in all the processes connected with getting education. Since they attend college they can secure the advantage of taking part in various co-curricular activities. Schools and Colleges organize various types of activities such as sports, debates, cultural programmes, social work, etc. Many students take part in some of these activities, and shine out in varieties of fields. There are also illustrations of many students who might have been very active in the school days but are unable to come

out markedly during the college days. Further marriage may become a very important handicap to some of the women, who might not find enough time or social atmosphere to take part in many of the co-curricular activities.

No.IV-24 shows the distribution of the respondents according to the fields in which they have won the prizes in school days.

Table No.IV-24

Data has shown that 27 out of 75 regular respondents, 87 out of 229 external respondents and 21 out of 65 Bombay University respondents have not won any prize in school.

This table shows the distribution of the respondents according to the fields in which they have won the prize:

Field in which the honour has been won.	Regular	External	Bombay Univ.	Total	Percent- age
Educational	16 (23.33)	74 (52.11)	32 (72.72)	122	52.14
Social work	0 (0.00)	6 (4.23)	0 (0.00)	6	2.56
Sports	24 (50.00)	71 (50.00)	20 (45.45)	115	49.15
Debating	14 (29.17)	47 (33.10)	15 (34.09)	76	32.49
Cultural activities	18 (37.50)	76 (53.52)	19 (43.18)	113	48.29

The table indicates that 48 regular students, 142 externals and 44 Bombay University students had exhibited their excellence in one field or the other.

Thus nearly 63% of the respondents had shown their capacity in some of the activities.

Coming to the college stage\* we find that all the 142 students who are external students do not get any chance of proving their talents in various fields such as cultural, educational, sports, ; further whereas 4% regular students were active in their school days, only 16 are active when they go to college, and in Bombay University the number has gone down from 44 to 23. This in a way proves that marital status with its concomitant responsibility comes in the way of participating in extra-curricular activities. The married women students have just enough time to attend the classes and nothings more. This indicates that married women students perform the student role partially. However, it is very heartening to note that 37% of the regular students of the S.N.D.T. Women's University and 47% of Bombay University have won prizes in examination in spite of their other commitments. It is also very encouraging to find 3 regular married women and 8 Bombay University married women excelling in sports; which is ordinarily looked upon as a taboo for married women. This situation makes us remark that with all the handicaps and responsibilities of married life if some of them could show their merit it is all the more creditable to them.

In spite of the fact that the students in this study come from upper-caste, middle income group, who receive some sort of help from government or relatives with regard to books etc. there are 51.22% respondents as shown in Table IV-25 who find the education expensive. It may mean that for nearly half the sample education is a luxury, for the other half it is dire necessary. It is also interesting to note that the regular students of the S.N.D.T. University find it more expensive than the externals.

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\* See appendix



Table showing the distribution of the respondents according to whether they find their education expensive or not.

	Regular Students	External Students	Bombay Univ. Students	Total	Percent- age.
Yes	48 (64.00)	107 (46.72)	34 (52.31)	189	51.22
No	27 (36.00)	122 (53.28)	31 (47.69)	180	48.78
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

#### CONCLUSION :

Summing up the data about education of the respondents we find that married women students are eager to continue their study even after a break of several years. This fact indicates that marital responsibility interrupt the continuity in educational activity. Many a time factors such as household responsibilities or the fact that children are very young make the continuity in education difficult. Further when we look to the age range of the married students as well as the time gap after which they re-enter the portals of higher study, we can infer that there are various factors which prompt married women to take to higher education. Many a time, it so happens that once they are free from their domestic responsibilities they like to pursue higher education.

It is also to be noted that 16% of the respondents have definitely teaching career as their objective since at the time of investigation they are studying in teachers' training college. Besides 27% have given their objective

for taking higher education as job-priority, thus indicating the job motivation is also an important factor in pursuing education.

As far as the economic implications of education are concerned it is worth remembering that 75% of the respondents have their education financed by their husbands. When we relate this trend with the attitude of the husbands to the educational activity of their wives, we find that hardly 2% husbands are not in favour of their wives taking to education. It may be thus concluded that as far as the present sample is concerned the respondents study in over all atmosphere of co-operation from husband. It is a sort of moral support lent to the wife, which is in a way an advance over the earlier traditional value orientation.

A very important aspect of any role situation is the role preparation and role performance of the incumbent. In the present study the preparation for student role as well as performance of student role have a very close relation with the respondent's other role, viz. wife-role. Considering that devotion of time to study, as well as availability <sup>and</sup> utilization <sup>of</sup> material for study are important elements for role preparation, we find that the respondents in the present study are not well-equipped. However if we consider examination result as an indicator of good role performance we find that inspite of stresses of dual role the performance on the whole is not bad. This can be very largely due to our examination system. As observed by Kothari Commission, "In the present system when the future of the students is totally decided by one external examination at the end of the year, they pay minimum attention to the teachers, do little independent study throughout most of the academic year and cram desperately for the final examination"

## CHAPTER V

MARRIED WOMAN'S ATTITUDE TOWARD EDUCATIONIntroduction

In earlier chapters connected with social background and educational surrounding of the respondents, we tried to assess the socio-economic matrix from which the married students came to take higher education. In this chapter, we will try to examine their motives in taking higher education and their appraisal of the education which they are getting.

Keeping this in mind we designed two sets of questions. One set of questions attempted to probe into their motives for taking to education. The other set of questions were drawn to discover their opinions and feeling about the strength and weakness of the education which they received. For the purposes of locating the motives, we conceived motive as a latent disposition to strive for a particular goal or aim or achievement. The two most significant questions which we asked in this context were why do they take to higher education? And who motivated them to study? These questions were <sup>asked to find out</sup> the truth about some of the popular notions prevalent regarding, woman taking to higher education. One of the very common beliefs is that girls take to higher education for improving their prospects of marriage. As our study is oriented to married women taking to higher education, we were curious to know that if the main aim of education is marriage, then why those who are already married, pursue higher education? Do they take to higher education just for adding one or two suffixes to their name? Or do they study for earning a livelihood? Is it because a higher degree is required for a job they have undertaken or plan to undertake? Or do they think that a College degree would enhance their prestige and raise social status? Do they get enrolled because their husbands and in-laws want them to do so, or is it because they themselves wish to utilize their leisure hours? Or do they seek mental enrichment

by way of additional educational qualifications? These were some of the questions that we were pondering over. In fact we were struggling to know as to which particular psychological need existed for this educational interest.

#### Higher Education - Why?

Following table V-I gives us the idea of the reasons for taking to higher education. As will be seen, we had asked them to give 3 priorities in their answers, however the table for the subsequent analysis focusses only on first priority answers.

TABLE V-1

Table showing the distribution of respondents according to the reasons for taking up higher education, to which they have given first priority.

Reasons given first priority	Regular	External	Bombay Univ.	Total	Percentage
It is a job requirement	11 (14.67)	30 (13.10)	18 (27.69)	59	15.9
For earning a livelihood	17 (22.67)	30 (13.10)	5 (7.69)	52	14.5
For pursuing a career	8 (10.67)	16 (6.99)	10 (15.38)	34	9.2
For getting knowledge	23 (30.67)	94 (41.05)	21 (32.31)	138	37.4
For getting a degree	5 (6.67)	42 (18.34)	6 (9.23)	53	14.3
For prestige	0 (0.00)	2 (0.87)	1 (1.54)	3	0.8
Because my husband wishes it	7 (9.33)	11 (4.80)	3 (4.62)	21	5.6
Because my in-laws wish it	3 (4.00)	1 (0.44)	0 (0.00)	4	1.0
+Personal	0 (0.00)	3 (1.31)	1 (1.54)	4	1.0
*Any other	1 (1.33)	0 (0.00)	0 (0.00)	1	0.2
Total	75 (100.01)	229 (100.00)	65 (100.00)	369	99.7

+Personal : Includes for the following reasons:  
 Because I want to go to Canada  
 To keep myself busy  
 Interested in studies

\*Any other: Includes the following reasons:

To spend leisure time

My parents wish that I should study.

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For other priorities ref. appendix.

As far as the first priority is concerned, out of 369, as many as 138 suggest the craving for knowledge as the prime motivation. If we consider that the first three reasons viz. job requirement, earning a livelihood and pursuing a career, are more or less related to education being pursued for employment purposes, we find that 145 out of 369 i.e. 39.20% take to education for its economic potentiality. It is very interesting to note that there are nearly 56 students i.e. 15.17% who consider higher education as either prestigious or as a good appendage to their name, it may be that  $\angle$  for this category education may help in creating conditions for potential job requirement.

Thus it seems that more than 1/3 of the respondents are taking higher education for its usefulness in economic terms. It may happen that the educand starts taking higher education for purposes other than earning a livelihood, but it does enable the educand to use it for economic gains in future.

In 21 cases we come across husband's desire as the prime reason for pursuing higher education. This can be related to the data in table V-2, (Ref. to next section) where direct questions were asked as to the source of motivation for higher education. 128 husbands i.e. 34.69% have been motivating their wives to pursue higher education, and therefore they must have been active agents in wishing that the wife is also interested in this process.

We will now try to find out through the data the social background of the husbands themselves who have motivated the wives to take to higher education. It appears that the different backgrounds have some connection with the reasons assigned by the respondents for taking higher education. In this respect we will consider, income level, education and occupation of the husbands as variables.

Table V - 2-A

Table showing the distribution of respondents according to the monthly income of their husband and reasons for taking up higher education to which they have given first priority. (For Regular respondents of SNJT University).

Monthly income group of husband	Reasons for taking up higher education (First Priority)								Total
	1	2	3	4	5	6	7	8	
Nil	1	0	0	2	1	1	0	0	5
Rs. 151-250	1	0	1	1	0	0	0	0	3
Rs. 251-500	7	11	3	9	1	4	2	0	37
Rs. 501-1000	1	0	2	5	2	2	0	0	12
Rs. 1000 and above	0	0	0	4	1	0	0	1	6
Incomplete	0	1	0	1	0	0	0	0	2
Total	10	12	6	22	5	7	2	1	65

$C = 0.6208$

Numbers in the second row of the box head stand for following reasons:

1. It is a job requirement
2. For earning livelihood
3. For pursuing a career
4. For getting knowledge
5. For getting a degree
6. Because my husband wishes it
7. Because my in-laws wish it
8. Any other: To spend leisure time.

My parents wish that I should study.

TABLE V - 2-B

Table showing the distribution of respondents according to the monthly income group of their husbands and reasons for taking up higher education to which they have given first priority (For external respondents of SUT University).

Monthly income group of husbands	Reasons for taking up higher education (First priority)									Total
	1	2	3	4	5	6	7	8	9	
All	1	0	0	1	0	0	0	0	0	2
Rs. 76-100	1	0	0	1	0	0	0	0	0	2
Rs. 151-250	4	2	0	7	0	0	1	0	0	14
Rs. 251-500	18	18	5	46	25	1	5	1	2	121
Rs. 501-1000	4	6	9	30	15	0	5	0	0	69
Rs. 1001 and above	0	0	1	1	1	1	0	0	0	4
Incomplete	0	0	0	5	0	0	0	0	0	5
Total	28	26	15	91	41	2	11	1	2	217

C = 0.5292

Numbers in the second row of the box head stand for following reasons:

1. It is job requirement
  2. For earning livelihood
  3. For pursuing a career
  4. For getting knowledge
  5. For getting a degree
  6. For prestige
  7. Because my husband wishes it
  8. Because my in-laws wish it
  9. Personal: Necessary to go to Canada
- To keep myself busy
- Interest in studies.

TABLE - V - 2-C

Table showing the distribution of respondents according to the monthly income group of their husband and reasons for taking up higher education to which they have given first priority (For Bombay University respondents).

Monthly income group of husband	Reasons for taking up higher education (First priority)								Total
	1	2	3	4	5	6	7	8	
Rs. 101-150	1	0	0	0	0	0	0	0	1
Rs. 151-250	0	0	1	0	0	0	0	0	1
Rs. 251-500	13	3	2	8	3	0	0	0	29
Rs. 501-1000	2	0	5	7	2	1	2	1	20
Rs. 1001 and above	1	0	2	5	1	0	1	0	10
Incomplete	1	1	0	0	0	0	0	0	2
Total	18	4	10	20	6	1	3	1	63

$$C = 0.6220$$

Numbers in the second row of the box head stand for following reasons:

1. It is a job requirement
2. For earning livelihood
3. For pursuing a career
4. For getting knowledge
5. For getting a degree
6. For prestige
7. Because my husband wishes it
8. Personal: Necessary to go to Canada

To keep myself busy

Interest in studies.



The data clearly indicates that there is a relationship between the income level and reasons for taking up higher education. At the lower income level there is a close indication of economic importance of education, whether real or potential. Out of 37 respondents of the S.N.D.T. Women's University (regular) 121 external students and 29 of the Bombay University belonging to the income bracket of Rs. 251-500, we find that 21, 41 and 15 respectively expressed the job orientation of their education. As the income level increases, for instance, in the bracket of Rs. 501-1000 we find that there is diminution of the economic motive. In the income bracket of Rs. 251-500 there were 33.8% of the external students indicating job priority, while in the income bracket of Rs. 501-1000 they were 27.5%. This relationship is seen more acutely in the cases of the Regular S.N.D.T. and Bombay University students. In the case of the former, there were 59.4% respondents who indicated the economic consideration in the income bracket of <sup>Rs.</sup> 251-500 while in the income bracket of Rs. 501-1000 there were only 25% with such motive. In the Bombay University students there were 62.6% for income bracket Rs. 251-500 and 35% for the income bracket Rs. 501-1000. This is clear enough to suggest the income background weighing heavily while taking education.

If we throw a glance at the tables V-3-A, B, the picture becomes somewhat more clear. As the correlation suggests as far as external students are concerned, there is of course no relation between the husband's education, and the respondents reasons for taking education, however there seems to be some relation in the cases of other two categories of respondents.

TABLE V - 3-A

Table showing the distribution of respondents according to their husband's education and reasons for taking up higher education to which they have given first priority. (For regular respondents of SNDT University only)

Husband's Education	Reasons for taking up higher education (First Priority)								Total
	1	2	3	4	5	6	7	8	
Literate & Primary School Education	0	0	0	1	0	0	0	0	1
Secondary School and Matriculate	2	2	5	0	1	0	0	0	10
Undergraduate diploma	3	3	1	3	0	2	1	0	13
Graduate	3	5	3	10	3	0	0	0	24
Double graduate	1	0	2	1	1	0	1	1	7
Post graduate	1	2	0	2	1	3	0	0	9
Not mentioned	0	0	0	0	0	1	0	0	1
Total	10	12	6	22	5	7	2	1	65

$$C = 0.6297$$

Numbers in the second row of the box head stand for following reasons:

1. It is a job requirement
2. For earning livelihood
3. For pursuing a career
4. For getting knowledge
5. For getting a degree
6. Because my husband wishes it
7. Because my in-laws wish it
8. Any other: To spend leisure time  
My parents' wish.

TABLE V - 3-B

Table showing the distribution of respondents according to their husband's education and reasons for taking up higher education to which they have given first priority. (For Bombay University respondents).

Husband's education	Reasons for taking up higher education (First priority)								Total
	1	2	3	4	5	6	7	8	
Secondary & Matriculate	4	1	3	4	1	0	0	1	14
Undergraduate Diploma	4	1	1	2	2	0	0	0	10
Graduate	7	0	3	4	1	1	1	0	17
Double Graduate	1	2	1	3	0	0	1	0	8
Post graduate	2	0	2	7	2	0	1	0	14
Total	18	4	10	20	6	1	3	1	63

C = 0.5239

Numbers in the second row of the box head stand for following reasons:

1. It is a job requirement
2. For earning livelihood
3. For pursuing a career
4. For getting knowledge
5. For getting a degree
6. For prestige
7. Because my husband wishes it
8. Personal: Needed to go to Canada  
To keep myself busy  
Interest in studies.

The data indicates that at the lower level of education of the husband the economic considerations for taking education are more apparant. With the husband's education going beyond graduation the reasons for taking education are more cultural. Even where the husbands have been keen on wife's education they belong to higher education category.

All these data point to the fact that those who belong to lower or middle income group and whose educational background is also upto graduation they look upon education as investment while for others it is cultural or prestige lending activity.

The data showing the relationship between the husband's occupation and the respondents' reason for taking higher education in the first priority, point out clearly that those respondents who belong to managerial and professional give more preference to the cultural aspect of education rather than job aspect of it. While those belong to the white collared occupations, they have indicated more preference for economic aspects of education. The data reveals that the reasons for taking education has very close links with cultural background of the students.

TABLE V -4-A

Table showing distribution of respondents according to their husband's occupation and their reasons for taking up higher education to which they have given first priority. (For regular respondents of SNTD University).

Husband's Occupation	Reasons for taking up higher education (First Priority)								Total
	1	2	3	4	5	6	7	8	
Managerial or administrative	0	0	0	0	1	0	0	0	1
Business	0	0	0	2	0	0	0	0	2
Professional	1	2	1	6	1	1	1	1	14
Medium size trade	0	0	0	1	0	1	0	0	2
Clerical	2	2	0	1	0	0	0	0	5
Service	6	7	5	9	2	4	1	0	34
Non-response	0	0	0	1	0	0	0	0	1
*Any other	1	1	0	2	1	1	0	0	6
Total	10	12	6	22	5	7	2	1	65

C = 0.6003

Numbers in second row of the box head stand for following reasons:

1. It is a job requirement
2. For earning livelihood
3. For pursuing a career
4. For getting knowledge
5. For getting a degree
6. Because my husband wishes it
7. Because my in-laws wish it
8. To spend leisure time and my parents' wish.

\*Any other: Includes retired, tutors, students, pensioner, social workers and those who are conducting private classes.

TABLE V-4-B

Table showing distribution of respondents according to their husband's occupation and their reasons for taking up higher education to which have given first priority. (For Bombay University respondents).

Husband's occupation	Reasons for taking up higher education (First Priority)								Total
	1	2	3	4	5	6	7	8	
Managerial & Administrative	0	0	1	4	0	0	0	0	5
Business	1	0	1	0	0	0	1	0	3
Professionals	5	0	0	7	2	1	0	0	15
Medium size Trade	0	0	0	1	0	0	1	0	2
Clerical	1	0	2	0	1	0	0	0	4
Service	10	3	6	8	3	0	1	1	32
Non-response	1	1	0	0	0	0	0	0	2
Total	18	4	10	20	6	1	3	1	63

C = 0.6709

Numbers in the second row of the box head stand for following reasons:

1. It is a job requirement
  2. For earning livelihood
  3. For pursuing a career
  4. For getting knowledge
  5. For getting a degree
  6. For prestige
  7. Because my husband wishes it
  8. Personal: Necessary to go to Canada
- To keep myself busy
- Interest in studies.

Self motivation is at the top

Human beings are defined by psychologists as "Wanting animals". They hardly reach a state of complete satisfaction and after one desire is satisfied another pops up. When this is satisfied, still another comes into the foreground. The students who comprise our sample are not an exception to the above mentioned observation. "Who motivated you for further studies"? was the question. In answer to this they were to mark only the most important one.

TABLE V -5

Table showing the distribution of respondents according to the source of their motivation for higher education.

	Regular students	External students	Bombay Univ. students	Total	Percentage
Self motivated	37 (49.33)	131 (57.21)	37 (56.92)	205	55.56
Motivated by husband	26 (34.67)	81 (35.37)	21 (32.31)	128	34.69
Motivated by parents	5 (6.67)	8 (3.49)	5 (7.69)	18	4.88
Motivated by other members of in-laws family	6 (8.00)	7 (3.06)	1 (1.54)	14	3.79
Motivated by any other	1 (1.33)	2 (0.87)	1 (1.54)	4	1.08
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

In 'any other' category we have included motivation provided by sister, sister's husband or a friend.

Out of 369 students, 55.56% (205) suggested that they were self-motivated, 34.69% (128) students indicated that they are motivated by their husband. Very few, only 18 (4.88%) were found to be motivated by the parents. Only 14 (3.79%) were inspired by in-laws and 4 (1.08%) by sister, sister's husband or a friend. These figures do definitely suggest that most of the students, struggle through the University

education because they themselves want to learn and a considerable numbers go for higher education because their husbands desire so of them. Does this mean that the Indian husbands are becoming liberal and progressive minded or they are realising that if their wives are deprived of higher education they would not be able to keep up with the changing times and environment? Whatever may be the reason, the very fact that they are wanting their wives to study does indicate some change in their outlook.

This data also reveals that there is a growing awareness among the middle-class women to take to higher education. This awareness indicates increased value which woman attaches to education. Given proper facilities and inducements the self-motivated married women may improve their competence in the educational field. This new enthusiasm for education reveals the emergence of achievement motivation which is one of the significant indications of modernization trend.

#### Attitude to their educational problems

After examining the motivation which impelled married women to take to education, we will now try to find out how they feel about the education which they are pursuing. This may give us an idea as to how our educational system including its syllabus, instruction, pattern, timing of the institution as well as the University itself, are looked by the educand. These are according to us important elements in building up their attitude to education as well as their commitment to student role. In spite of the fact that a student has a powerful desire to study but if she finds that the syllabus is not at all useful or timing of the college very inconvenient, she may feel that educational activity is strain generating.

The S.N.D.T. Women's University had initially started with courses which were considered more suitable to the requirements of women students, and therefore subjects like mother-craft, music, painting, etc. were included. Further specialization in such



fields as Nursing, Fine Arts and Home Science was also a distinguishing mark of the S.N.D.T. Women's University. However, now the Bombay University has also started offering these courses, hence, the distinction between the two Universities remaining largely at two levels. Firstly, till to-day, the S.N.D.T. Women's University has been imparting instruction through mother-tongue and secondly in spite of statutory equality, there is still a higher prestige attached to the Bombay University degrees. It is in this background that questions with regard to the entire educational setting in which the students are gathering knowledge have been asked.

It is very heartening to note that 347 out of 369 have shown positive attitude towards the syllabus. There might be many reasons for liking the syllabus. There can be positive reasons for liking the syllabus, such as its utility, or its knowledge imparting quality or availability of good teachers. There might be also negative advantages such as absence of home-work or not requiring many books to read. Table V-6 points out the reasons for liking the syllabus.

TABLE.V - 6

The data showed that 1 out of 75 regular respondents, 14 out of 229 external respondents and 7 out of 65 Bombay University respondents did not like their syllabus.

The table shows the distribution of the respondents according to the reasons, for liking their syllabus, to which they give first preference.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
It is useful	48 (64.86)	103 (47.91)	28 (48.28)	179	51.59
It is imparting knowledge	18 (24.32)	75 (34.88)	25 (43.10)	118	34.01
It is easy to remember	0 (0.00)	16 (7.44)	3 (5.17)	19	5.48
There is no home-work in it	0 (0.00)	1 (0.47)	0 (0.00)	1	0.28
There are good Teachers	7 (9.46)	5 (2.33)	2 (3.45)	14	4.03
Do not have to read many books	0 (0.00)	4 (1.86)	0 (0.00)	4	1.15
Guides are available	1 (1.35)	11 (5.12)	0 (0.00)	12	3.46
Total	74 (99.99)	215 (100.01)	58 (100.00)	347	100.00

It seems a large number indicates positive attitude to the syllabus. 51.59% feel it is useful while 34.01% feel it is knowledge giving. Of course there are nearly 10% respondents who like the syllabus for its negative qualities. It is worth ponder, a matter that at college level there are 3.46% of the students who like the syllabus because the ready material in form of guides is available. If we take all the three priorities together we find that subsequently at each stage this reason gets more response, e.g. 12 have shown first priority, 23 second priority, and 78 third priority. As expected the external students who have both the disadvantages viz. denial of class instructions as well as dearth of good literature in mother-tongue have to rely on guides; thus nearly 93 students out of a total of 113 students opting for this reason, indicate the preference for liking the syllabus because guides are available.\*

A very important consideration with regard to educational appraisal is the attitude to study. This may indicate the commitment to the student's role. If there are many more students who are studying out of some kind of pressure then, they are likely to feel the burden of it. The table V-7 indicates the attitude towards study.

TABLE V-7

Table showing the distribution of respondents with regard to their attitude towards study.

Attitude towards study	Regular students	External students	Bombay Univ. students	Total	Percentage
Like it	64 (85.33)	216 (94.32)	52 (80.00)	332	89.97
Do not mind it	9 (12.00)	8 (3.49)	5 (7.69)	22	5.96
Quite burdensome	1 (1.33)	4 (1.75)	6 (9.23)	11	2.96
Like to do without it	1 (1.33)	1 (0.44)	2 (3.08)	4	1.06
Dislike	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00
Total	75 (99.99)	229 (100.00)	65 (100.00)	369	99.99

\* Appendix.

It is very encouraging to note that almost 90% students like to study, and not a single student has shown any dislike to study. While 22 students are quite indifferent the question of the burdensomeness or strain in the study would be for remaining 15 i.e. 4.06%.

The following table V-8 shows the reasons for liking the courses.

TABLE V-8

Table showing the distribution of the respondents according to the reasons, for liking their studies, to which they give first preference.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
I like the course	16 (21.92)	69 (30.80)	29 (50.88)	114	32.20
I like to study	29 (39.73)	90 (40.18)	22 (38.60)	141	39.83
I find the course easy	2 (2.74)	7 (3.12)	2 (3.51)	11	3.11
I find that books in regional language are available	6 (8.22)	40 (17.86)	0 (0.00)	46	12.99
I get company	1 (1.37)	1 (0.45)	0 (0.00)	2	0.56
It will enable me to get a job	19 (26.03)	17 (7.59)	4 (7.02)	40	11.30
Total	73 (100.01)	224 (100.00)	57 (100.01)	354	99.99

TABLE V-9

Table showing the distribution of the <sup>respondents</sup> according to the reasons, for not liking their studies, to which they give first preference.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
I do not like the course	0	0	1	1	
I find the course difficult	1	0	0	1	
I find it difficult to keep house and study	1	3	6	10	
I feel too tired to concentrate	0	2	1	3	
Total	2	5	8	15	

The table reveals the expectations fulfilled in the study. A large number feels that they like to study because they like courses or they just like to study. It is a problem worth thinking that when nearly 40% of the students had indicated their first preference for higher education as its job orientation, only 11.30% feel that they like to study because it will enable them to get a job. This disparity may be real or it may just be due to the absence of any clear concept as to the purpose of study.

Though only 15 students have indicated that they do not like to study the break up of the reasons for not liking the study indicates a sad tale. They are not against their studies, because of any academic reasons such as not liking the course or course being difficult; but 13 out of 15 feel the strain of the study. To be a student as well as to be a housewife makes the job very difficult. It is also worth noting, that 8 students out of 15 are Bombay University students; and they are feeling the burden very heavy.

#### Convenient time for attending College

The next important aspect of educational process is the time for attendance. Various experiments are going on in India; there are certain institutions which provide morning/evening classes. However, the general pattern is still to impart instruction in afternoons. Though realising that the timings suitable to attend the College for a married women are likely to vary according to the specific family requirements, we were curious to know whether the responses could give us some inclination about what their views were with regard to the convenient time. This according to us may help in discovering the peak period when they are required at home, to perform their familial functions.

The following table V-10 reveals what the respondents felt to be the convenient time for attending colleges. 155

TABLE V-10.

Table showing the distribution of the respondents regarding their opinion on the time which would be convenient for attending college.

	Regular students.	External students	Bombay Univ. students	Total	Perce- tage
Morning	16 (21.33)	30 (13.10)	14 (21.54)	60	16.26
Afternoon	50 (66.67)	129 (56.33)	40 (61.54)	219	59.35
Evening	9 (12.00)	65 (28.38)	11 (16.92)	85	23.04
Night	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27
Cannot say	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27
No time convenient	0 (0.00)	3 (1.31)	0 (0.00)	3	0.81
Total	75	229	65	369	

That nearly 60% of the students have shown their preference for afternoon attendance, reveals that a large number of married women students cannot find morning<sup>as</sup>, evening or night convenient, which implies that they are fairly committed to their household responsibilities during these hours. This fact is also partly borne out from the data about their reading habits. As Table 4.18 indicated, large number of students carry on their reading either in the early morning or late at night. It means that these respondents get few leisure hours to attend to classes only in the afternoon.

Selection of the University

As the respondents were belonging to two Universities, viz. the Bombay University and the S.N.D.T.Women's University, we were interested in finding out why the respondents selected a particular University. This question becomes very relevant since there are certain fundamental differences between these two Universities as mentioned before. In the S.N.D.T.Women's University in contrast to Bombay University, there are only women students; mother-tongue is the medium of instruction and there is a provision to appear as private student. However, due to varieties of factors there is a prestige attached to the student belonging to Bombay University. It is in this background that we had asked this particular question.

The following tables V-11 and V-12 indicate the grounds on which the selection of the University was made by various respondents.

TABLE V-11

Table showing the distribution of the S.N.D.T.Women's University respondents viz. the Regular and External respondents, according to their reasons for joining this University.

Reasons	Regular	External	Total	Percentage (Out of)
Because it is only for Women	33 (44.00)	57 (24.89)	90	29.61
Because mother-tongue is the medium of instruction	50 (66.67)	115 (50.22)	165	54.28
Facility to appear externally is given	30 (40.00)	209 (91.27)	239	78.62
Place and time are convenient	20 (26.67)	9 (3.93)	29	9.56
Fine Arts subjects can be taken as principal subject	3 (4.00)	1 (0.44)	4	1.32
Degree course in Home Science and Dip.Ed. available after S.S.C.	3 (4.00)	3 (1.31)	6	1.97
Family wishes to send me to girls' College	7 (9.33)	5 (2.18)	12	3.95
There was no alternative	18 (24.00)	23 (10.04)	41	13.49
This University caters to the cause of women's education	6 (8.00)	24 (10.48)	30	9.86

Percentage are out of total number of respondents in each category.

Table showing the distribution only of the Bombay University respondents according to their reasons for joining <sup>the Bombay</sup> University.

Reasons	Bombay Univ.	Percentage
Because of the medium of instruction	24	36.92
Because status and standard of Bombay University is supposed to be higher	22	33.85
Personal convenience	27	41.54
Because from the first education was in English	11	16.92
Any other	8	12.31
Irrelevant	3	4.62

V.11

As expected the data in the table indicates three main reasons have been operating while selecting S.N.D.T. University. These reasons are facility to appear as external students (78%), mother-tongue as the medium of instruction (54%) and because it is only for women (29%). As far as the last consideration is concerned, if we combine three responses which more or less convey the same feeling viz. "Family wishes to send me to girls' college", "Because it is only for women" and "This University caters to the cause of women's education", we find that 43.47% join this university because it is a women's University.

This in a way points out that there is a still a lurking feeling in the minds of many persons that women students should go to a women's educational institutions. It is our hunch that a similar enquiry in the northern part of India might indicate larger preference for a women's institution.

When 78% of the respondents feel that they joined the S.N.D.T. Women's University because it provides facility to appear privately, it is a clear enough indication to hazard a projection in future that given similar facility on a larger scale there is a possibility that many married women students will take to higher education, in any university which provides this facility.

This means that for a married woman pursuit of education as an external student may still prove a great inducement. It is interesting to note the break up of regular and external student with regard to this factor. As married women students appearing externally they may find that facility not to attend the college regularly for pursuing their higher education, is an important factor for joining the institution while the fact that it is a women's institution weighs favourably for regular students.

Married students of the Bombay University also seem happy with their choices. Out of 65, 27(41.54%) have registered with Bombay University because of personal convenience, 24 (36.92%) because of English medium. The students, who receive high school education in English medium find very difficult to adjust with mother-tongue medium. <sup>Right or wrong</sup> ~~Right or wrong~~ Bombay University holds a higher prestige value and a prevalent feeling that its standard is higher than S.N.D.T. Women's University is found to be borne out in this sample. No wonder 33.85% (22) of students decided to join Bombay University because the standard is supposed to be higher. ~~Of course, it may be mentioned that a large number~~ <sup>Of course, it may be mentioned that a large number</sup> 27 (41.54%) of students have selected Bombay University for personal convenience, i.e. 'the college is near my house', 'facility to stay in Bombay', 'want to go abroad', etc.



Table showing distribution of the respondents according to whether they feel joining <sup>specific</sup> University has been a right decision.

	Regular students.	External students	Bombay univ. students	Total	Percentage
Yes	70 (93.33)	215 (93.89)	60 (92.31)	345	93.50
No	0 (0.00)	5 (2.18)	1 (1.54)	6	1.62
Cannot say	5 (6.67)	9 (3.93)	4 (6.15)	18	4.88
Total	75	229	65	369	

It appears that students who have selected their Universities are satisfied with their choices, as a large majority of them answered a query 'do you think that joining this University has been a right decision?' in the affirmative. Out of 369, 345 (i.e. 93.50%) students indicated that they were happy with their choices; only 6 (1.62%) felt that they did not take a right decision and surprisingly 18 (4.88%) cannot decide one way or another.

#### Views on goals of education

We have examined the opinions of married women students on different aspect of educational system. We wanted further to find out what the respondents felt about the objectives of education. As it is well-known, in the present educational set up, the courses are broadly designed in three directions. specialised courses, liberal courses and professional courses. Moreover, education is imparted primarily to train the educand to broaden the horizon of knowledge and to prepare him/her for jobs. We wanted to find out whether the respondents who in our case were married women students had any preference for the objective of the education? We asked them to indicate whether

they consider various types of goals as of 'great' importance, of 'some' importance and of 'no' importance. The following tables V-14, A,B,C reveal their opinion on this topic:

TABLE V-14 - A

Table showing the distribution of the respondents according to the degree of importance attached by them to the course in training for family life.

Degree of importance	Regular students	External students	Bombay Univ. students	Total	Percentage
Of no importance	4 (5.33)	13 (5.68)	4 (6.15)	21	5.69
Of some importance	27 (36.00)	60 (26.20)	16 (24.62)	103	27.91
Of great importance	44 (58.67)	155 (67.69)	45 (69.23)	244	66.12
Non response	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27
Total	75	229	65	369	

TABLE V-14-B

Table showing the distribution of the respondents according to the degree of importance attached by them to the course in General Education.

Degree of importance	Regular students	External students	Bombay Univ. students	Total	Percentage
Of no importance	5 (6.67)	13 (5.68)	2 (3.08)	20	5.42
Of some importance	38 (50.67)	109 (47.60)	24 (36.92)	171	46.34
Of great importance	32 (42.67)	107 (46.72)	39 (60.00)	178	48.24
Total	75	229	65	369	

TABLE V-14-C

Table showing the distribution of the respondents according to the degree of importance attached by them to the course in giving training for the job.

Degree of importance	Regular students	External students	Bombay Univ. students	Total	Percentage
Of no importance	3 (4.00)	32 (13.97)	5 (7.69)	40	10.84
Of some importance	21 (28.00)	65 (28.38)	26 (40.00)	112	30.35
Of great importance	50 (66.67)	131 (57.21)	34 (52.31)	215	58.27
Non-response	1 (1.33)	1 (0.44)	0 (0.00)	2	0.54
Total	75	229	65	369	

Out of 369 students, as many as 294 i.e. 66.12% felt that education should be for equipping for family life. Similarly 178 i.e. 48.24% declared that education should be geared for imparting knowledge, while 215 i.e. 58.27% considered education as preparation for good employment. The fact that nearly 66% and 58% of the respondents give the first and the third objective as of great importance reveals that family training and job preparation are both considered to be more important than the courses giving general education. It is our feeling that the respondents have not properly understand the term general education.

### Facilities desired as married students

Married women as students constitute a special category of students needing specific conditions and conveniences in order to perform their student role. Our presumption was that as married students they might wish to have such facilities as concession in attendance, concession in home-assignment, notes from professors and convenient examination time.

We had also felt that many a student-mother might be relieved more if there is a nursery provided in the institution. Further in the S.N.D.T.Women's University there are guidance lectures for post-graduate students. We thought it advisable to get their opinion with regard to this facility too.

The demands for facilities can be due to two sets of circumstances. On the one hand the rating is dependent upon the relative significance attached to a particular facility, or on the other hand it might be due to the fact that the respondents is well-aware of the importance of facilities on the proper role performance and therefore expect much from the educational institutions.

One of the surprising elements in the present enquiry was that 20 out of 75 S.N.D.T.Women's University regular students, 23 out of 229 external S.N.D.T.Women's University students and 10 out of 65 Bombay University students thought that no special facility was required.

It therefore means that 15% of the respondents did not attach great significance to the special facilities needed as married women. This attitude might be due to two factors. Either their expectations are not raised high or they consider it unjust to demand special facilities just because they are married.

Following table indicates the distribution of respondents with regard to their attitude to various types of concessions.

TABLE V-15 \*

A cumulative table showing the degree of importance given to various facilities

Degree of importance attached	Facility for concession in attendance	Concession in home-work	Facility such as Nursery	Facility of notes from Professors	Convenient examination time	Guidance lectures in proximate areas
Of no importance	85 (26.90%)	145 (45.89%)	84 (26.58%)	33 (10.44%)	77 (24.37%)	16 (7.77%)
Of some importance	107 (33.86%)	109 (34.49%)	51 (16.14%)	53 (16.77%)	67 (21.20%)	34 (16.50%)
Of great importance	124 (39.24%)	62 (19.62%)	171 54.11%	230 (72.79%)	170 (53.80%)	187 90.77%
	231 73.10%	228 72.15%	177 (56.01%)	283 (89.29%)	237 75.00%	153 (74.27%)
Non-response	-	-	4 (1.27%)	-	-	3 (1.46%)

Note: The % in the last column are worked out only from the answers of the external students i.e. 206.

\*For detailed information on each type of concession see appendix.

Before starting our analysis we may make two or three points clear:

- i. We will take cumulative response for our analysis.
- ii. For the purposes of analysis we have combined the responses of 'some' importance and 'great' importance.
- iii. The facility of convenient guidance lectures is a special situation for the post-graduate external students of the S.N.D.T. Women's University only.

Excepting the facility of some sort of day care centre for children all other facilities are directly linked with the proper performance of student role. A married woman student may feel relieved if she gets concession in home-work or class attendance. She may not get worried if she is late in the class or she is not able to submit her tutorial paper on a particular day. The facility in the form of convenient examination programme has two major aspects. Firstly, the married woman student, who is also a mother might really experience an acute role conflict if the examinations of both children and her own <sup>profession</sup> synchronise. Secondly those who are in the **teaching** <sub>profession</sub> course also might require the convenient examination programme so that it does not clash with the school examination.

The demand for the notes from professors also becomes relevant from the point of view of married students for two reasons. Firstly for students of S.N.D.T. Women's University for instance, the medium of instruction being mother-tongue, there might not be enough text-book in vernaculars, thus they wish to supplement by the notes from professors. However, when we look to the distribution of respondents of the Bombay University in this category, we find that 76.36% feel the necessity of getting notes from the professors as of importance, it appears that the students in this sample are not keen to exert but would like to rely on ready material. It is also possible that married women

students, saddled as they are with other responsibilities express a powerful desire for this facility, so that they can get through the examinations. Of course all these suggest that relatively their equipment will be less for the performance of student role.

In this background if we look to the data, we feel that as far as examination programme is concerned, students - married or unmarried - prefer one paper a day type of time-table. If they have 2 papers a day, they labour under tension. It is a human tendency to look for comforts and there is nothing wrong if a sizeable amount of respondents (287 or 75%) attach great significance to the convenient examination programme. They feel that half the battle is won if the programme suits them.

As a married woman, many a time the student is so involved in the household work or social responsibility that legitimately she may wish that some concession should be given as far as the attendance requirement is concerned. We find nearly 231 or 73.10% students feeling the need for such concession.

In comparison to other facilities, the students in this sample give less importance to the concession in home-work. 54.11% students feel that there should be concession in this respect. Perhaps those students who are not expected to do home-work are not aware of the burden it might impose upon the married student. Since further probing was not done we are unable to provide explanation of their attitude.

A student-mother, might value very highly the facility such as nursery. This can free her mind from anxiety over their children.

Totally 228 (72.15) respondents of both the Universities expressed that a day care centre would be of great importance, some - 84 (i.e. 26.58%) did not give any importance to such a convenience for the reason that they did not have any children or their children were grown up and so the need was non-existent.

We felt that the desire for such a facility may be very much linked up with the ages of children. Obviously when a child is very young, the need for such facility is felt more while with the growing age of the children there is a diminution in such demand. It was found that out of 243 mothers who had responded to this query, 106 respondents had the youngest child belonging to the age group of 1-3 years. 79.24% had indicated that facility of a nursery is of importance to them. If we further consider the different categories of the respondents it is found that nearly 80% external students have expressed their concern for this facility. In the Bombay University and among the Regular students of S.N.D.T. Women's University the percentage is 77.20% and 66.6% respectively\*.

At present the facility of guidance lectures is only available to the external students of post-graduate class in the S.N.D.T. Women's University. However, the replies suggest that even the undergraduate external students feel the necessity of guidance lectures so that they may not be completely deprived of the advantage of college experience. We therefore find that 187 respondents out of 206 i.e. nearly 91% indicated that they considered guidance lectures in proximate place as an important facility. This in a way suggests that some sort of programme of continuing education might go a long way in catering to the needs of married women students.

\*For details, refer the appendix.



To sum up it may be remarked that, since the respondents in this study are married, and <sup>appear to be</sup> ~~Z~~ more committed to their wife-role, their attitude to various types of facilities is somewhat practical. They seem to be studying in the overall background of household responsibility, and therefore their main focus is getting through the examination, for which they think that notes from the professors would be of considerable help. This is also precisely the reason why they need concessions in class attendance and home-work.

### Conclusion

In this chapter, we have tried to examine how the married woman student views her educational problems. As indicated pursuit of higher education for about 40% is for knowledge, while an equal number feels that they are taking to educations for economic gains. Though we are not sure whether the response indicating education for knowledge had certain implicit belief in its indirect consequence in the form of economic gains or not. On the whole this data shows how pursuit for knowledge is also becoming a value of significance. Another interesting finding is this that the majority of married women are self-motivated for pursuing higher education. This is encouraging in the sense that married woman is slowly not merely becoming aware of the significance of education but is herself asserting to acquire it.

We also discovered interesting correlations between income, occupation and educational background of the husbands and the reasons for pursuing higher education as indicated by the respondents.

The enquiry also indicated that the married women students will take to higher education in larger numbers provided facility like appearing as a private student is available. It appears,

though not conclusively, that, institutions catering specially to women students and adopting mothertongue as the medium of instructions are likely to attract more married women students. As we had not made comparative enquiry of married and unmarried women students in this connection our findings are more in the nature of descriptions of only married women students rather than any generalisations about it. Probably unmarried women students may also have similar inclinations.

Regarding the awareness for special facilities for married woman, it was found that about 15% of married women students do not deem it desirable. 85% of the students feel that provisions like notes from professors, concessions in class attendance as well as home-work and other conveniences will help them to perform their role as a wife more satisfactorily. This raises some interesting dilemmas with regard to

✓ their two roles. The

concession which they demand are not conducive to <sup>completely</sup> equip them for their student role,

and if the educational structure remains as it is now, it is very likely that without adequately participating in the educational process an educand might realise the goal of getting through the examination. We will discuss the implications of this in terms of the tensions which married women students reveal in such demands in the conclusions.

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CHAPTER VIHOW RESPONDENTS VIEW THEIR FAMILY SITUATIONINTRODUCTION :

The main focus of the chapter is the respondent vis-a-vis her family. The family situation acquires tremendous significance in respect of married women students. The type of family to which the respondent belongs, the attitude of husband, of in-laws, and of parents with regard to the educational pursuit of the respondent, the opinion of the respondent in connection with the type of family and marriage which she considers 'fit' for her personality development, the perception of the strains of the dual role and finally her own appraisal of two roles are the areas covered in this section. In fact in this section we try to bring into the focus the situation arising out of the multiplicity of roles of the respondent.

As mentioned in the introductory chapter, the married women student occupies two different sets of statuses - one as a student and another as a wife - mother. As a consequence, she is expected to perform different roles as an incumbent of different positions. In the present social structure and normative system, woman's role as wife and mother is more emphasized than her other roles e.g. as a citizen, or as a bread-winner. The pursuit of knowledge for a woman, and more particularly higher knowledge, is not considered a prime necessity and therefore even an unmarried girl is expected to subordinate her student role to that of her role as a daughter and helper to her parents. This situation

becomes more sharp when the student is married. She is faced with the conflicting sets of legitimate role obligations and consequently the complete fulfilment of both the roles may present a difficult task. As a student she is expected to prepare herself well for the studies, devote time to her home assignments, attend classwork, and if possible take part in extra-curricular activities. As a married woman, she is expected to look after the house, take care of the needs of her husband, children, and other members of the family. She is also expected to take part in numerous social commitments of the family. Here is a situation which can easily lead to role strain. Of course some of the studies made in the U.S.A. have shown that the "traditional idea that marriage involves responsibilities that a student fully engaged in the pursuit of knowledge can ill afford to assume is being challenged."<sup>1</sup> However, the studies have suggested that the combination of the two sets of responsibilities, one as being married and another as being student, does create strain in both the relationships. The major source of problems faced by married students is the pressure of time. Role strain is felt, as Goode rightly points out, even when the role demands are not onerous, difficult or displeasing.

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1. The Journal of Educational Sociology Vol-34 P. 409, 1960-61

Here it may be remarked, that the family situation of American married students is entirely different from Indian married student. Further in the studies which are made in U.S.A., the proportion of married men students is much larger than married female students and this fact adds a new variant to the situation.

Ref.: Journal of Marriage and the Family. Vol-28 No.3, 1966  
 "Undergraduate Student Marriage - A composition of Research Findings" P.351.

In short the respondent faces a conflicting array of role obligations and adequate fulfilment in one direction is sure to create difficulty in another direction. "Role strain difficulty in meeting given role demands is therefore normal." However the awareness of the situation depends on so many factors. Harold Wolff has rightly remarked, "the stress accruing from a situation is based in large part on the way the affected subject perceives it. Perception depends upon a multiplicity of factors including the genetic equipment, basic individual needs, and longings, earlier conditioning influences and a host of life experience and cultural pressures."<sup>2</sup>

Ordinarily, the appraisal and the attitude to the role strain generating situation may depend on the personality of the individual as well as her norm-commitment. If she herself feels that her role as wife and mother is more important than her student role, she may not feel stresses of situation. But in the Indian situation one can perhaps remark that the cultural compulsions are so great in the expectation of conformity behaviour that the individual may not consider the demands of her role as a wife/mother too pressing or wrong.

The findings of the present study will be looked in this backdrop.

#### TYPE OF THE FAMILY :

The most important element in the understanding of the family situation of the respondent is the type of family to which the respondent belongs.

The type of family becomes a significant variable for determining the family situation because the obligations of a nuclear family and joint family

are absolutely different. If the respondent belongs to the joint family she is expected to plan her activities in order to fit the needs of the family. It may be that the daily chores of work are shared and to that extent physical strain may be much less but the freedom of manipulating time is limited. In the nuclear family, on the other hand, she gets freedom to make adjustments in her daily routine, modified at times considerably by the attitude and needs of the husband and children. Thus it is likely that family type and perception of the strain in two roles might have some relation.

The impact of type of family on the perception of the strains interest in dual role can be seen from following table

Table VI - 1

Table showing the distribution of respondents according to the type of family of the respondents and respondents' feeling with regard to the performance of their dual roles.

Type of Family.	Those who find performance difficult.	Difficult but possible	Difficult but challenging	Adjust to both roles	Total
1	2	3	4	5	6
Nuclear	69	38	7	72	186
Traditional Joint Family	(56.5)	(49.3)	(46.7)	(52.1)	
Nuclear family with one member of the in-law's family	25	23	6	35	89
	(20.4)	(29.8)	(40.0)	(25.3)	
With parents	19	8	1	16	44
	(15.5)	(10.3)	(6.7)	(11.5)	
Independent	3	-	-	-	10
	(2.4)	-	-	(5.07)	
Any other (merger of the parent's family with respondent)	2	1	1	2	6
	(1.6)	(1.2)	(6.7)	(1.4)	
Total	4	7	-	6	17
	(3.2)	(9.09)	-	(3.9)	
Total	122	77	15	138	352

The data indicates the relationship between the different types of family and the stress and strains felt by the respondents. Even if we concentrate our attention on the first two major types of family viz. Nuclear where husband is the head of the family and traditional joint family where father-in-law or any other member of in-law family is at the helm of affairs, it is found that out of 186 respondents who live in nuclear family, 114 i.e. (61.2%) <sup>taking the first three categories together.</sup> feel the burden of the two roles very heavy. On the other hand out of 89 respondents who were living in joint family, 54 i.e. 60% felt the strain of the dual role. This data has to be seen in various contexts. Firstly as we have mentioned before the comparative less number of respondents belonging to joint family itself indicates the respective institutional norms of the joint family system with regard to education of women. Secondly even in the nearly 25% of the respondents belonging to this type of family, it is observed that stresses and strains of the dual role are felt more by these respondents. This is to be further looked in the background that the nuclear family implies less sharing of the tasks. Thus it appears from the data that inspite of difficulties which are more or less to be solely faced by the respondent, the overall freedom provided by this type of family is conducive to adjustment to two roles.

Though majority of the respondents live in nuclear type of family we find that at their opinion level the majority of respondents favour the joint family pattern rather than the nuclear one. Out of 369 respondents, 205 preferred the joint family while 164 chose nuclear family as a desired type.

We were curious to know the reasons why respondents exhibited such preferences:

Table VI-2

Table showing the distribution of the respondents, who prefer a joint family, according to the reasons why they prefer it.

Reasons	Regular (N=46)	External (N=131)	Bombay Univer- sity. (N=28)	Total	Percent- age fro total of 205
Household work is shared	42 (91.30)	101 (77.09)	18 (64.28)	161	78.54
One does not have to worry about children's needs.	31 (67.39)	109 (83.21)	22 (78.57)	162	79.02
It is more economic to stay together.	38 (82.61)	80 (61.07)	18 (64.28)	136	66.34

The percentages are from the totals of 46, 131 and 28 for the three categories respectively.

Table VI-3

Table showing the distribution of the respondents, who prefer a nuclear family, according to the reasons why they prefer it.

Reasons	Regular	External	Bombay Univer- sity	Total	Percentage from total of 164.
Provides more freedom to apply what one has learnt.	12 (41.38)	48 (48.98)	20 (54.05)	80	48.78
Involves less responsibility	12 (41.38)	50 (51.02)	18 (48.65)	80	48.78
Permits freedom to do ones work whenever one feels like it.	21 (72.41)	78 (79.59)	30 (81.08)	129	78.66
It lessens conflict	21 (72.41)	58 (59.18)	23 (62.16)	102	62.19

The percentages are from the totals of 29, 98 and 37 for the three categories respectively.



The reasons given by the respondents for preferring joint family are interesting. All the three reasons adduced for preferring joint family exhibit utilitarian norms which basically help the respondents in relieving her from the strains of domestic life which she would have felt if she had a nuclear family. The reasons given, further reveal that the respondents have not valued joint family out of traditional sentimental norms. Nor do they prefer out of the acceptance of the values ascribed to joint family traditionally. This point is significant because it implies that if extra-familial agencies are ready to take up these tasks, the respondents might review their preference for joint family. It appears that the functional expectations of the joint family in the eyes of the respondent are basically different from those of traditional framework.

This fact is further corroborated in the reasons put forth in favour of nuclear family. As table VI-3 reveals all the 4 grounds for preference are basically oriented towards woman as a personality. She feels a greater sense of freedom, less onerous responsibilities, liberty to determine her work schedule and also lessening of conflicting situation. All these reasons express the new awakening among the educated women. When both utilitarian reasons in support for joint family and the libertarian reasons in support of nuclear family are put together it is clear that the educated married women are slowly but positively evolving a new value system.

RESPONDENTS CONCEPTION OF HOW THE FAMILY MEMBERS VIEW  
THEIR EDUCATIONAL ACTIVITY.

The attitude of the family members (as perceived by the respondents) has great implications on the educational pursuit of the respondent. It is very necessary for a student to have congenial social atmosphere to permit her to concentrate on her studies. If a married woman feels that her husband is indifferent to what she is doing, or is actually against it, she may not be able to concentrate her attention even if she has been permitted to study. She is bound to feel the strains of such a situation. Similarly the attitude of other members of the family e.g. father-in-law or mother-in-law is also very significant if the respondent is living in a joint family.

In the present study we included the data about the attitude of the parents of the respondents also, for following reasons:

We found in our sample that there were some respondents who though married have not yet gone to their husbands' place. Secondly we found that in urban areas a peculiar tendency is emerging among the married women students. As mentioned earlier this tendency is to rely on the assistance of the parents by the respondents for looking after the house or children, or sometimes to depend upon their financial assistance. The table VI-4 reveals the extent of co-operation or non-co-operation of husband ;

Table VI-4

Table showing the distribution of the respondents according to the attitude of their husbands towards their study.

Attitude	Regular students	External Students	Bombay University students	Total	Percentage
Very co-operative	46 (70.77)	164 (75.58)	34 (53.97)	244	70.73
Co-operative	19 (29.23)	49 (22.58)	27 (42.85)	95	27.53
Indifferent	0 (0.00)	3 (1.38)	1 (1.59)	4	1.16
Non-co-operative	0 (0.00)	1 (0.46)	0 (0.00)	1	0.29
Against	0 (0.00)	0 (0.00)	1 (1.59)	1	0.29
Total	65 (100.00)	217 (100.00)	63 (100.00)	345	100.00

The data reveal that there is a broad background of co-operative attitude to the respondent from their husbands. There was only one solitary instance where the husband was definitely against his wife's education, and another solitary instance where the husband was non-co-operative. Further there were only four cases of indifference towards wife's education. This may be interpreted as indicating an over all co-operative response on the part of the husband with regard to wife's educational activity. With a view to finding out the ways in which the co-operation by the husband was manifested we asked a specific question to find out whether the attitude of co-operation reflected mere permissiveness or it meant active concrete participation in some activities which might help her in performing both the roles in this special situation.

The following table was devised to discover the various forms of co-operation which husband extended to the respondents.

Table VI-5

Table showing the distribution of the respondents according to the nature of their husbands co-operation.

Nature of Co-operation	Regular	External	Bombay University	Total	Percentage
He prepares notes	7 (10.77)	38 (17.84)	8 (13.11)	53	15.63
He translates portions of text	6 (9.23)	41 (19.25)	5 (8.20)	52	15.34
Looks after children while I am studying or preparing for examination.	9 (13.85)	74 (34.74)	23 (37.70)	106	31.27
He helps in housework	17 (26.15)	59 (27.70)	21 (34.43)	97	28.61
He takes leave during my examination.	8 (12.31)	42 (19.72)	9 (14.75)	59	17.40
He creates congenial atmosphere	54 (83.08)	173 (81.22)	36 (59.02)	263	77.58
Total	65	213	61	339	

This table does not include 10 out of 75 regular respondents, 16 out of 229 external respondents and 4 out of 65 Bombay University respondents, who are either widowed or separated, or whose husband's attitude is non-co-operative.

The table reveals how the types of aid are divided into 3 major categories. In the first category we can put that type of co-operation which relieves atmospheric tensions in the pursuit of the study. Nearly

263 respondents felt that their husbands created congenial atmosphere.\*

In the second category the nature of co-operation related to positive assistance in the household work, by the husband. This may mean, looking after the children when respondent studies or prepared for examination, helping in the housework and even taking special leave from his job during the respondent's examination period. In our ~~data~~ it was found that as many as 272 respondents felt that their husbands were co-operative in one or the other above mentioned activity.

In third category we had included those activities of the husbands which positively assisted the respondents in educational process itself, by either preparing notes for them or by translating portions of text into their medium of examination. Nearly 105 respondents reported that their husbands cooperated in one of these ways.

These responses reveal a very significant qualitative change which is slowly emerging into the husband-wife relationship, with regard to the sharing of the tasks as well as conscious assistance offered by the husbands to their wives in their non-traditional activities. Of course our sample is too small to offer any generalization, but this fact deserves to be noted and further explored. The interpretation made by the students with regard to the congenial atmosphere, as indicated in the foot note, reveals how still a woman does not expect her husband to go out of the way and help her progress in education. Her satisfaction with mere acquiescence from her husband reveals the low level of expectation from her husband on her part.

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\* Here we should note that the respondents understood by congenial atmosphere the very permission to continue study.

The responses of the students whose husbands were non-co-operative are interesting.

Table VI-6

Table showing the distribution, of the respondents whose husbands have a non-co-operative attitude, according to the reasons for this attitude in view of the respondent:

Reasons	External	Bombay University	Total	Percentage
I am not able to devote time for my husband.	1 (25.00)	1 (50.00)	2	33.33
I am not able to devote time for children .	3 (75.00)	1 (50.00)	4	66.67
I am not able to devote time to house work.	2 (50.00)	1 (50.00)	3	50.00
There is no cultural atmosphere in the house.	2 (50.00)	1 (50.00)	3	50.00
It is expensive	0 ( 0.00)	1 (50.00)	1	16.67
My in-laws are orthodox.	2 (50.00)	1 (50.00)	3	50.00
My health is affected	0 ( 0.00)	1 (50.00)	1	16.67
My husband thinks I will be arrogant	2 (50.00)	0 ( 0.00)	2	33.33
Total	4	2	6	

The table where various reasons given by the respondents as to why the husbands are non-co-operating is worth nothing. Most of the reasons refer to the fact that husbands feel that wives taking to education are not performing their proper role. as a wife and a mother. There is also a fear in the mind of the husband that education generates arrogance in the wife. Though the number of

respondents who have indicated non-co-operation from their husbands is very small in this sample, it raises some crucial issues.

As observed in the introduction higher education is taken by a very small section of married woman. This small section who could take to education might be favourably placed in terms of co-operation from the husbands. May we not infer from the responses given by the students whose husbands were non-co-operative, that a large number of married women students are not in a position even to enter the portals of higher education because their husbands are non-cooperative. Of course this is a hunch which requires to be tested by an enquiry into those who have stopped their education after S.S.C.

In present Indian context when nuclear families have not completely substituted joint families, it is worthwhile to know the attitude of the in-laws towards the educational pursuit of daughter-in-law. Here also though the attitude of father-in-law as the head of the family is significant in determining the pressure of the situation, it is the mother-in-law who wields the commanding power over the female members. The education of daughter-in-law may involve time adjustment, perhaps less sharing by the daughter-in-law in household work. At times it may mean that mother-in-law may have to look after the children when the daughter-in-law goes to the College or prepares for examinations. Here it may be mentioned that the situation when a daughter-in-law goes for education and leaves household chores to mother-in-law is quite different from the situation when she goes for earning. Mother-in-law may feel that educational

activity carried on by daughter-in-law is for her personal development, and not to augment the resources of the family. This observation is borne out in a way from this study. As mentioned earlier, the attitude of the husband revealed that in a large number of cases they were approving of the wife's pursuit of knowledge and were co-operative. If we look to the attitude of the father-in-law, we found that 11% who are indifferent, 2.07% who are non-co-operative, and 2.59% who are even against the educational pursuit of daughter-in-law.

Table VI-7

Table showing the distribution of the respondents according to the attitude of their father-in-law towards their study.

Attitude	Regular students	External students	Bombay University students	Total	Percentage.
Very co-operative	15 (36.59)	30 (26.32)	9 (23.68)	54	27.98
Co-operative	19 (46.34)	68 (59.65)	22 (57.90)	109	56.48
Indifferent	4 ( 9.75)	11 ( 9.65)	6 (15.79)	21	10.88
Non-co-operative	2 ( 4.88)	2 ( 1.75)	0 ( 0.00)	4	2.07
Against	1 ( 2.44)	3 ( 2.63)	1 ( 2.63)	5	2.59
Total	41 (100.00)	114 (100.00)	38 (100.00)	193	100.00

The situation becomes sharper when we come to the attitude of mother-in-law. The data reveals that in



nearly 15.70% the mother-in-law is indifferent, in 2.48% she is non-co-operative while in nearly 5% of the cases she is even against the education of her daughter-in-law.

Table VI-8

Table showing the distribution of the respondents according to the attitude of their mothers-in-law towards their study.

Attitude	Regular students	External students	Bombay University students	Total	Percentage.
Very co-operative	16 (31.37)	36 (25.35)	8 (16.33)	60	24.79
Co-operative	21 (41.18)	76 (53.52)	29 (59.18)	126	52.07
Indifferent	9 (17.65)	21 (14.79)	8 (16.33)	38	15.70
Non-Co-operative	2 (3.92)	3 (2.11)	1 (2.04)	6	2.48
Against	3 (5.88)	6 (4.23)	3 (6.12)	12	4.96
Total	51 (100.00)	142 (100.00)	49 (100.00)	242	100.00

It may be interpreted that in the changed value system, a woman can carry on her activity by displeasing the in-laws to an extent but not by displeasing the husband. It reflects the change which is occurring where the family is slowly orienting towards husband-wife relationship.

The attitude of the parents is on the whole co-operative, since they are not involved directly except

where a daughter stays with her parents to complete her study, or when she takes the assistance of her mother in looking after the children, or in carrying household functions. The data specifically does not refer to the attitude of such a situation and therefore it does not reveal any significant aspect of the attitude of the parents.

Table VI-9

Table showing the distribution of the respondents according to the attitude of their father's towards their study.

Attitude	Regular students	External students	Bombay University students	Total	Percentage
Very co-operative	20 (37.04)	44 (29.73)	18 (37.50)	82	32.80
Co-operative	32 (59.26)	92 (62.16)	28 (58.34)	152	60.80
Indifferent	1 (1.85)	11 (7.43)	1 (2.08)	13	5.20
Against	1 (1.85)	1 (0.68)	1 (2.08)	3	1.20
Total	54 (100.00)	148 (100.00)	48 (100.00)	250	100.00

Surveying the situation as a whole, it is found that there are 305 cases where the attitude of husband and other members in the family is very co-operative. The remaining 64 respondents have to face an atmosphere ranging from indifference to hostility towards their studies.

Table showing the distribution of respondents according to the attitude shown towards their studies by their husbands and members of in-law's family.

Attitude towards respondent's study.	Regular students	External students	Bombay Univ. students	Total	Percentage.
Very co-operative & Co-operative attitude.	60 (80.00)	196 (85.59)	49 (75.38)	305	82.66
Indifferent, Non-cooperative & against attitude.	15 (20.00)	33 (14.41)	16 (24.62)	64	17.34
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Respondents who faced indifferent or negative attitude towards their studies were asked how they felt about such an attitude.

The table reveals an interesting fact when the students have not to go to college the hostility appears to be less. This may be due to the fact that for the external students the commitments as to student's role, in terms of time are very few and they can also adjust the time schedule according to exigencies of family requirements.

We thought it was not enough merely to know the attitude of the members of the family towards education of the respondents, but it was also necessary to know what is respondent's reaction to this negative attitude. We also wanted to know the course of action she adopts. These questions were asked precisely because they were thought to reveal her perception about the role strain. They would also point out how far she is affected by the negative attitude of the members of the family. She may

not react to the conflicting situation either because her commitments to the student role may not be powerful, or she may be restrictive in her expectation of the co-operation from the family members. The feelings revealed a variety of experiences from feeling sorry, experiencing tension, to those of indifference, to the family non-co-operation. 28 cases out of 64 who feel that it is natural for the family members to behave like this, while only 4 feel that family should not adopt such attitude:

Table VI-11

Table showing the distribution of respondents according to the feeling they experienced:

Type of feeling experienced	Regular students	External students	Bombay Univ. students	Total	Percentage.
Feel sorry	0 (0.00)	5 (15.15)	2 (12.50)	7	10.94
Experience Tension	1 (6.67)	6 (18.18)	0 (0.00)	7	10.94
Feel that they ought not to have decided to study.	2 (13.33)	0 (0.00)	1 (6.25)	3	4.69
Feel that they will be able to find a way out.	1 (6.67)	0 (0.00)	3 (18.75)	4	6.25
Feel that it is natural for them to behave like this.	8 (53.33)	15 (45.45)	5 (31.25)	28	43.75
Feel that family should not have such attitude	0 (0.00)	2 (6.06)	2 (12.50)	4	6.25
Feel indifferent	3 (20.00)	5 (15.15)	3 (18.75)	11	17.19
Total	15 (100.00)	33 (100.00)	16 (100.00)	64	100.00

All these feelings expressed by the respondents in their reaction to the non-co-operating families indicate that nearly half the respondents presume that family members would behave like that, and having such a notion

in their mind may not feel acute tension. One is tempted to make a conjecture that such an attitude is an indication of the low level of expectations arising out of traditional norms, which still they possess. The other reactions, like feeling sorry and experiencing tension positively indicate that a state of subconscious uneasiness constantly corrodes these respondents while pursuing their studies. The cases who have suggested feeling of indifference reveal either their traditional acceptance of such a situation or a new awareness that she should master the situation.

Table VI-12

Table showing the distribution of respondents according to the course of action taken by them when under strain, caused by the un-co-operative attitude of their family.

Course of action taken.	Regular	External	Bombay University	Total	Percent.
I try to meet their demands	0 (0.00)	4 (12.12)	0 (0.00)	4	6.25
I wish I had not started to study	0 (0.00)	0 (0.00)	1 (6.25)	1	1.56
I feel unhappy but accept the situation.	1 (6.67)	2 (6.06)	1 (6.25)	4	6.25
I feel it is natural for them to behave like this but I do not mind	2 (13.33)	8 (24.24)	1 (6.25)	11	17.19
I remain indiffererent	4 (26.67)	11 (33.33)	4 (25.00)	19	29.69
Inspite of difficulties I am trying hard to realise the bobjectives.	0 (0.00)	1 (3.03)	3 (18.75)	4	6.25
Because of the co-operation of husband I do not have to take action.	1 (6.67)	0 (0.00)	0 (0.00)	1	1.56
Not required to take action since staying separately.	7 (46.67)	7 (21.21)	6 (37.50)	20	31.25
Total	15 (100.00)	33 (99.99)	16 (100.00)	64	99.99

When asked about what action they would take to ward off the strain caused by the un-co-operative attitude of the family it was interesting to note that 20 out of 64 felt that they did not require to take action since they were staying separately. This suggests that separation from joint residence with the in-laws, is one of the courses of action more likely to lessen the strain. That 19 out of 64 are growing indifferent to situation and persisting on their educational activities point out that these respondents are cultivating greater firmness towards the hostile atmosphere. However indifference does not mean absence of strain. 11 others had already anticipated such a behaviour as natural and therefore not minding it shows the strain but considerably relieved as a result of the traditional norms which the respondents accept. The rest of the respondents are struggling to adjust to the situation, though undergoing the stresses and strains of this adjustment.

#### ATTITUDE OF THE RESPONDENTS TO THEIR MARRIAGE SITUATION

The perception of the strain arising out of the dual role performance can be gauged by the attitude of the respondents about the adequacy of the time when they should be married. Working on the hypothesis that if marriage becomes too great a hindrance in the pursuit of personality development, and if the person has greater commitment to the role of student, she is likely to think that she ought to have married after the completion of education.

According to this logic, we asked them three direct questions: (1) Should a woman first finish her education and then marry? (2) When would they have liked to marry - earlier than they married, later, or at the same time?

(3) Whether the higher education which they are taking is possible though they are married.

On lay observation we thought that in many cases marriage does not become a hinderance but it assists the process of getting higher education. This may be due to the fact that the parents are conservative or are financially less opulent and may not like the daughter to get higher education; while on the other hand the husband might be putting a greater importance on the higher education of his wife and providing facilities for her. Thus marriage could be a hinderance or it could be of assistance in pursuit of higher education, depending on circumstances.

In order to understand all these aspects of implications of marital status, we thought that data on the external students will be helpful. Therefore the impact of marriage on the student role of the respondent was attempted to be gauged from the answers to two important questions specifically asked to the External students of the S.N.D.T. Women's University. They were "Before getting married were you an external student?" and secondly, "why did you prefer to study as an external student after marriage?".

These two questions precisely indicate the difficulties encountered by married woman in performing the student role. If more students have joined for the external studies before marriage, then we are not correct in concluding that marriage comes in way of full performance of student role. Further, apart from the fact that whether a student was external student before marriage or not; more significant point is why does she

continue to remain as an external student after marriage ? There are various factors besides marital and maternal responsibilities which might lead a student to opt out for external studies. These factors <sup>may be</sup> advanced age, expensive character of regular college education or full-time employment.

Following table VI-13 indicates the phase when respondents opted out for being external students.

Table VI-13

Table showing the distribution only of the external respondents, according to whether they were or were not external students before marriage.

Whether external students before marriage.	External students	Total	Percentage
Yes	19 (8.30)	19	5.15
No.	42 (18.34)	42	11.38
Not applicable	168 (73.36)	168	73.3
Total	229 (100.00)		

Not applicable means those who began higher education after marriage

The data in table VI-13 very clearly points out that out of those students who began higher education before marriage, only 5.15% of the external respondents, were external students in their unmarried status. This may mean that marriage is one of the very important factors leading the respondent to become an external student. Here we are not stating anything against the facility of appearing as external students. On the contrary, one can hazard a prediction, that with the increase in such



facilities, more women will be able to overcome the lag in their educational attainments. Our only contention is that there are certain constraining situations resulting out of marital status, which prevent married woman to perform the student role entirely.

This observation bears our more elequently when we look to the table VI-14, when the respondents have indicated varities of reasons for opting out to be external students after marriage.

Table VI-14

Table showing the distribution only of the external respondents of S.N.D.T. University according to the reasons for them being external students after marriage:

Reasons	External	Percentage
Do not get time to attend college because of house work	184	80.35
I have to take care of my Children.	129	56.33
I think I am too old to attend College.	31	13.54
I cannot attend College because of my husband's transfer from time to time.	11	4.80
I am working full-time	96	41.92
Because there is no college in the proximate area where I live	34	14.85
I do not have to pay as high fees as regular students.	20	8.73
My husband does not like my attending college	2	0.87
I can spare my time for other activities such as typing, sewing, etc.	23	10.04

Though the data is presented on multiple responses yet some indication of the relationship between the student role and wife role could be seen. The reasons presented for being external students are of three categories. The first group of reasons refer to marital and maternal responsibilities. Second group of reasons refer to economic circumstances. The third refer to certain personal factor such as no college in proximate area or desire to spend time on non-educational activities.

The data clearly points out that many of the respondents are led to be external students because they are saddled with house work and child care. 41.92% of the respondents are already employed in the full-time work and do not have any time left for becoming day scholar. The respondents of the present study are pursuing their education in an atmosphere where there is very little positive opposition from the husband is also indicated in this data that only 0.87% husbands of the respondents do not like their wives attending college and therefore are studying as external students. Having seen impact of marriage on student role in one category of respondent we will now find out what is the attitude of all the respondents towards the time when they had married.

Tables VI-15, VI-16 and VI-17 provide this data.

Table VI-15

Table showing the distribution of the respondents according to whether they feel a woman should finish her studies before getting married:

	Regular Students	External Students	Bombay University Students.	Total	Percentage
Yes	49. (65.33)	161 (70.31)	55 (84.62)	265	71.82
No.	26 (34.67)	68 (29.69)	10 (15.38)	104	28.18
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table VI-16

Table showing distribution of respondents according to the time when they would have liked their marriage to take place.

Time when they would have liked to be married.	Regular students	External students	Bombay Uni. students	Total	Percent- age
Earlier than they got married.	3 ( 4.00)	19 ( 8.30)	2 ( 3.08)	24	6.50
Later than they got married.	27 (36.00)	64 (27.95)	26 (40.00)	117	31.51
At the sametime when they got married.	45 (60.00)	146 (63.76)	37 (56.92)	228	61.79
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table VI-17

Table showing the distribution of the respondents according to whether they feel that their higher education is possible only because of marriage:

	Regular students	External students	Bombay Univ. students.	Total	Percentage
Yes	17 (22.67)	64 (27.95)	5 ( 7.69)	86	23.31
No	58 (77.33)	165 (72.05)	60 (92.31)	283	76.69
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

It is very clear from the answers that a large majority believe that a girl should finish her education before getting married. This reaction is more marked for the students who have to attend the regular college. The reaction to the question of the time when they should have got married gives a further clarification of the situation. There are just barely 6.5% of the respondents who feel that they should have got married earlier, while a large number feel that marriage occurred at the right time. But there are nearly 32% who do feel that they should have got married later. Thus it seems that the respondents who find the tasks of getting education and of managing the home as too heavy, may feel that it would have been better to marry late. This is substantiated by the fact that only 23% of the respondents feel that their higher education is possible because they are married while a large number feel that marriage itself and the role of the husband is not positive.

In order to probe deeper into the fact of marriage as an objective obstructive situation, for furtherance of education, a few alternatives were provided. The construction of the alternatives was based on the hypothesis that the marriage situation could be viewed as a hindrance because it comes in the way of full concentration on studies for various reasons. The family responsibilities might leave very little time for study, for the use of library, or for attending classes. It may also become an obstacle because pressure of elders might generate a feeling of hesitancy, or the study might be often interrupted. Marriage can also be a hinderance if the respondent feels that it is her right to get higher education but because she is married educational activity is given secondary importance.

The answers to the question offer multiple choices, and so the exact interpretation of the situation is not possible. However, from the relative distinction of answers it is possible to get some idea of the respondents' grasp of the situation.

A large number of the respondents feel that their study is often interrupted if <sup>are</sup> they married. The cause for interruption might be responsibility of the family, the birth of a child, or rearing of the children. The marriage situation also puts a restriction in the sense that library facilities cannot be utilized.

The fact that the considerable number of respondents come from nuclear family seems to be responsible for low response in the category of presence of elders in the family as reason for hinderance. That 68 respondents felt

that other members of the family considered educational pursuit as of secondary importance reveals how still the traditional concept of family role operates as a hinderance for respondents pursuing education.

Various reasons attributed by the respondents with regard to marriage as a hinderance in pursuing the education clearly indicate that married status does provide a background of unconscious objective tension in women performing their student role. Whether this tension could be removed by providing families with basic facilities which may relieve the wife from a number of functions which she has to perform today or whether it entirely depends upon the attitudes of the family members is a moot question which deserves further enquiry. The least we can observe is that the present study discloses the conflict arising out of performance of these two roles.

Table VI-18

Data showed that 27 (36%) out of 75 regular respondents, 117 (51.09%) out of 229 external respondents, and 17 (26.15%) out of 65 Bombay University respondents did not feel that marriage was a hindrance in pursuing education.

This table shows the distribution of those respondents who think that marriage is a hindrance in pursuing education, with the reasons why they feel so.

Reasons	Regular	External	Bombay Univ.	Total	Percentage.
One does not get time to attend classes.	13 (27.08)	72 (64.29)	11 (22.92)	96	46.15
One does not get time for home-work.	24 (50.00)	46 (41.07)	21 (43.75)	91	43.75
One cannot use library facilities	31 (64.58)	53 (47.32)	25 (52.08)	109	52.40
Educational demands are given secondary place.	10 (20.83)	43 (38.39)	15 (31.25)	68	32.69
Study is often interrupted.	37 (77.08)	91 (81.25)	36 (75.00)	164	78.85
Presence of elders in the family lends a sort of resistance.	8 (16.67)	17 (15.18)	6 (12.50)	31	14.90

That the marriage situation causes interruptions in study was also indicated by the fact that out of 146 respondents who had started taking higher education courses before marriage, only 47 could continue immediately after marriage while 99 respondents had to wait for circumstances to be more favourable.

#### IMAGE OF EDUCATED WOMEN :

Proceeding on the hypothesis that the perceptions of the strain, whether at physical or psychological level

will much depend upon the respondents' commitment to the role; they were asked two sets of questions. One question was directed to find out what was her own conception of an ideally educated woman. The structured question provided alternatives which referred to her role as a good housewife, companion to her husband, an enlightened citizen, or as an independent entity having rights and duties. It was felt that through the answer to this query it would be possible to know the basic outlook of the respondents - whether they are traditionally oriented or they are modernistic. The respondents were further asked to indicate the expectations of the family members with regard to the image of an educated woman. We thought that if there is consensus in the conceptions of images held by the respondent herself and the family members, there will be less chance of strain in the situation. But if the respondent rated very highly the image of an independent personality and the family members wished her to be a good housewife, the chances of conflicts and tensions are likely to grow more and more. It may, however, be noted that the alternatives are not mutually exclusive, and therefore a woman with highly developed personality can also be a good housewife and an intelligent companion to her husband.



Table VI-19

A cumulative table showing the distribution of Respondents according to their expectation in Life as an Educated Woman and Expectation of their Family members for them.

Ex-pectation held by the respondents.	Expectations held by Family members.						Total
	L	2	3	4	5	Non-response	
1. To be a good housewife	53	7	12	3	2	-	77 (20.87)
2. Intelligent companion to her husband.	23	13	14	21	5	-	56 (15.18)
3. Be useful for the welfare of the Family.	27	8	69	1	12	-	117 (31.71)
4. Be useful for the welfare of Society.	9	3	5	10	3	-	30 (8.13)
5. To develop personality and individuality	21	13	34	3	17	1	89 (24.12)
Total	133 (36.04)	44 (11.92)	134 (36.32)	18 (4.88)	39 (10.50)	1 (0.27)	369

C. For the total of three categories is 0.5243.

The table reveals certain interesting features about the images of educated woman as envisaged by the respondents and as they felt were envisaged by the family members 77, 56 and 117 respondents had the image of an educated woman as a good housewife intelligent companion to her husband or being helpful to one's own family. 133, 44 and 134 respondents felt that their families had the image of similar types respectively. This finding is interesting for two reasons;

- (i) These three expectations from educated women basically assume woman, whether educated or not, to remain only a housewife performing her role in the family. We may call this essentially a traditional or limited image of woman's status in society.
- (ii) Though 67% respondents had such an image of an educated woman, their feeling was that nearly 84% of the families had similar image of educated women. This reveals that the image of an educated woman in traditional terms is slowly declining as far as educated woman herself is concerned in comparison to the image as visualised by the family members. This is a change worth observing.

However, the fact that as many as 67% still identify educated woman's image, with this traditional concept of woman's role point out, how even among women taking to higher education traditionalism sways in outlook.

While 89 (24.12%) and 30 (8.13) respondents consider image of an educated woman as a person developing her own personality and utilising her talents for wider social participation, yet in the same categories the family members' image as felt by the respondents registered 39 (10.50%) and 18 (4.88%) respectively.

Here also we find that a large number of respondents compared to their family members have a broader and a modern conception of woman as a citizen, developing her own personality and extending her activities in wider social welfare programmes.

These findings also reveal some valuable aspects of emerging modern consciousness among a section of educated women that nearly 32% of the educated women conceive education as an instrument for developing personality and an aid to participate in activities which transcend family limits, show the broadening of conception about women's role.

Secondly that there is a difference in the family's image and the respondent's image of an educated woman is also indicative of the growing gap between the perceptions of the two generations. Here, we are tempted to hazard a projection that the seeds of tension generating situations may lie in at the point where there exists disparity in the images of two generations.

#### ROLE DEMANDS :

The personality structure of the respondent was attempted to be gauged by asking the respondent about what things worried them most if not done at a particular time ? A person highly committed to the student role and giving immense importance to study and ordinarily getting high grades in the examinations may feel worried if she does not get enough time to study or does not get grades up to her expectations. If the respondent is also committed to the wife role then she is likely to feel sorry if she is not able to devote time for her husband and children, since she feels that she has not been able to adequately attend to the needs of husband and children. There might be some students who are very sensitive to the attitude of the family members or of the members of the reference group with regard to their educational activity. Such strain arises from the respondent's

Position both as a wife and as a student; and her desire to perform both the roles satisfactorily. In such performance, the approval or disapproval of family and peripheral social network comprised of important reference groups play significant role.

Table VI-20

Table showing the distribution of respondents according to the degree of worry caused if she is not getting enough time to study:

Degree of worry caused	Regular students	External students	Bombay Univ. students.	Total	Percentage
Hardly ever worries.	7 (9.33)	22 (9.61)	7 (10.77)	36	9.76
Worries a little	18 (24.00)	50 (21.83)	29 (44.62)	97	26.29
Worries a lot	50 (66.67)	157 (68.56)	28 (43.08)	235	63.69
Non Response	0 ( 0.00)	0 ( 0.00)	1 ( 1.54)	1	0.27
Total	75 (100.00)	229 (100.00)	65 (100.01)	369	100.01

Table VI-21

Table showing the distribution of respondents according to the degree of worry caused if she has not been able to get marks upto her expectation;

Degree of worries	Regular students	External students	Bombay Univ. students	Total	Percentage.
Hardly ever worries	11 (14.67)	39 (17.03)	16 (24.62)	66	17.89
Worries a little	27 (36.00)	102 (44.54)	28 (43.08)	157	42.55
Worries a lot	37 (49.33)	88 (38.43)	21 (32.31)	146	39.57
Total	75 (100.00)	229 (100.00)	65 (100.01)	369	100.01

Table VI - 22

Table showing the distribution of respondents according to the extent to which worry caused if they have not been able to do certain things for her husband..

Extent to which worry caused	Regular students	External students	Bombay Univ. students	Total	Percentage
Hardly ever worries	6 (9.23)	64 (29.49)	8 (12.70)	78	22.61
Worries a little	23 (35.39)	73 (33.64)	26 (41.27)	122	35.36
Worries a lot	32 (49.23)	80 (36.87)	28 (44.44)	140	40.58
Non-response	4 (6.15)	0 (0.00)	1 (1.59)	5	1.45
Total	65 (100.00)	217 (100.00)	63 (100.00)	345	100.00

Table VI-23

Table showing distribution of respondents according to the extent to which worry caused if they have not been able to do certain things for their children;

Extent to which worry caused	Regular students	External students	Bombay Univ. students.	Total	Percentage.
Hardly over worries	3 (7.69)	44 (23.04)	6 (41.54)	53	13.79
Worries a little	11 (23.21)	51 (26.70)	15 (28.85)	77	27.31
Worries a lot	25 (64.10)	94 (49.21)	31 (59.61)	150	53.19
Non response	0 (0.00)	2 (1.05)	0 (0.00)	2	0.71
Total	39 (100.00)	191 (100.00)	52 (100.00)	282	100.00

Table VI-24

Table showing distribution of respondents according to the extent of worry caused in case of non-cooperation from family members.

Extent to which worry caused.	Regular students	External students	Bombay Univ. students	Total	Percentage.
Hardly ever worries	32 (42.67)	157 (68.56)	38 (58.46)	227	61.52
Worries a little	24 (32.00)	35 (15.28)	13 (20.00)	72	19.51
Worries a lot	16 (21.33)	31 (13.54)	12 (18.46)	59	15.99
Non-response or irrelevant	3 ( 4.00)	6 ( 2.62)	2 ( 3.08)	11	2.98
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table VI-25

Table showing distribution of respondents according to the extent to which worry caused due to the criticism of others for staying out of the home for study.

Extent to which worry caused	Regular students	External students	Bombay Univ. students	Total	Percentage.
Hardly even worries	56 (74.67)	196 (85.59)	52 (80.00)	304	82.36
Worries a little	8 (10.67)	14 ( 6.11)	7 (10.77)	29	7.86
Worries a lot	6 ( 8.00)	11 ( 4.80)	5 ( 7.69)	22	5.96
Non-response	5 ( 6.67)	8 ( 3.49)	1 ( 1.54)	14	3.79
Total	75 (101.00)	229 (99.99)	65 (100.00)	369	99.99

The replies of the respondents reveal that nearly 64% of them worry a lot if they do not get enough time to study. The fact that there are only 39% who are extremely worried if they do not get expected marks in the examinations reveal that pressed by the circumstances, a larger number of students have resigned to just passing out examinations.

That nearly 75% and 78% of the respondents have acute worry or some worry if they are not able to do certain things for their husband or children respectively reveal how the married woman student feels a sense of frustration as a result of her multiple role.

A worth noting fact is that a large majority of the respondents appear to have developed indifference to the non-co-operation of the family members, or the criticism by the peripheral group. This is indicative of a new sense of values which is relatively of a nuclear family type of sentiment.

These data present to us the situation arising out of the legitimate demands of two sets of roles for married women students. It clearly shows the sharp conflict involved in performing these two roles.

When 63% respondents feel that it causes them great worry if they are not able to get enough time to study, and if nearly the same percentage of respondent feel worried about not doing certain things for the husband or children, strains in two role situations are explicit. Here is a person who would like to perform both the roles, and the two roles being conflicting in a way, may lead to poor performance of both the roles.

It is interesting to note that this feeling of dissatisfaction is in spite of the co-operative attitude of the husband. Probably this very co-operative attitude of the husband which enables them to take to student role generates a greater sense of guilt feeling in the minds of the respondents for their inability to attend to wifely duties. There is another interesting aspect which is revealed by this data. The fact that the majority of respondents are torn between the demands of the student position and wife position and not sensitive to the demands on them of their personality development or their need to actively participate in wider social activities as citizens, reveals that so far as this sample is concerned, the married women students still exhibit traditional family oriented mentality, and not highly developed socially sensitive citizen mentality. However, it should be noted that the conflict arising out of the demands from education and from her wifely position is now increasingly felt, which is indicated in a new type of ambivalence of attitude which she is exhibiting. This is also revealed from the fact that they consider the role expectations from both the positions legitimate.

To sum up, we can say from the data, that the group under study **does not show concern** about greater facilities required for education or active co-operation from family member. They do not seem to be aware of the necessity of such situational advantages. It appears that at present their basic cause of worry is to fulfil adequately their two roles.

Confronted as they are with two sets of different expectations such a safe and peaceful path is not possible consequently they toss between the two roles demands,



feeling all the stresses and strains of a person walking on a tight rope. This is the exact wording of the feeling of a respondent.

#### APPRAISAL OF THE DUAL ROLE BY THE RESPONDENT :

After trying to discover the objective and the subjective aspects of the two roles as experienced by the married women students, we asked a final question, through which we wanted to find out how this category of students view their two roles on the basis of their overall experience.

Table VI-26

Table showing the distribution of the respondents according to what they feel about their dual role of house-wife & student.

Opinion of Respondent	Regular	External	Bombay Univ.	Total	Percentage.
Feel that the roles are difficult & full of stresses & strain.	26 (34.67)	71 (31.00)	27 (41.54)	124	33.60
Feel that performance of the 2 roles is difficult but possible.	19 (25.33)	45 (19.66)	11 (16.92)	75	20.33
Feel that the two roles are difficult but challenging.	5 ( 6.67)	11 ( 4.80)	2 ( 3.08)	18	4.88
The roles adjust to both.	17 (22.67)	98 (42.79)	23 (35.38)	138	37.40
*Note applicable	3 (10.67)	2 ( 0.87)	2 ( 3.08)	12	3.25
Irrelevant answers	0 ( 0.00)	2 ( 0.87)	0 ( 0.00)	2	0.54
Total	75 (100.01)	229 (99.99)	65 (100.00)	369	100.00

\*Not Applicable : Includes all the respondents who have not or are not experiencing the dual roles of house-wife and student. - like for e.g. widows - without children and those respondents who have not yet been sent to their husband's house.

Table VI-26 indicates the basic feeling of the respondents towards their two roles. It was found that out of 369 respondents barring 12 in whose case the question was not applicable and in 2 cases where they gave irrelevant answers, all the 354 respondents, felt that the two roles did create conflict. However, 124 felt that the stresses and strains are too difficult to be reconciled. About 75 i.e. 20.33%, felt that the performance of two roles though difficult could be somehow or other managed. It was interesting to note that 18 respondents were reacting to these roles as challenges to them. 138 respondents i.e. 37.40% though feeling the inherent conflicts of two roles were adjusting to both the role demands, with less expenditure of emotional energy. The fact that there is a realisation of the conflict implied in the two roles and the respondents' reactions to these conflicts in different ways indicate either diverse situations and/or different personality structures among them. But it should be noted that whatever may be the reaction to the situation by the respondents the objective fact of the conflict in the two role performance is perceived by all. However, the reactions of all the respondents appear like a spectrum where at one pole there are those who feel that the conflict is unbearable and at the other pole there are some who feel that the adjustment is feasible. In between them we find responses of various shades falling between these two polar types

Through out the last few pages, we have been pointing to situations, that howsoever congenial the atmosphere is, or howsoever the temperament of the

respondent is optimistic, because of the compulsions of the two role demands some sort of conflict is experienced by the respondent. This can be further seen from the following table where we have tried to correlate the attitude of husband towards the education of the respondent and the attitude of respondent towards dual role.

Table VI-27

Table showing husbands' attitude towards study and the attitude towards performance of dual role of the respondents.

Attitude of husband	Performance of dual role difficult	Performance difficult but possible	Difficult but challenging.	Adjust to both roles	Total
Very co-operative	73	52	13	100	238
Co-operative	41	21	4	26	92
Indifferent	2	1	-	1	4
Non-co-operative.	-	-	-	1	1
Against	-	-	-	1	1
Total	116	74	17	129	336

We are not going into very great sophisticated analysis but even a cursory glance at the table indicates, that inspite of 330 husbands of the respondents appearing to be very cooperative or cooperative with regard to educational activity of their wives, only 126 i.e. 38.1% respondents, feel somewhat confident about their two roles,

and feel that they enjoy playing both the roles. Forgetting few respondents where the attitude of husband is indifferent<sup>or</sup> negative we find that even in cooperative atmosphere, 62% respondents feel the stresses and strains arising out of the two role situations. This according to us is significant revelation. We were working on a hypothesis that if the educational level of the husband is high, his attitude to his wife's educational activity may be sympathetic and thus may result in an atmosphere which might be free of conflicts. However, when we tried to relate the educational status of the husband, and the attitude towards dual role of the respondent, we did not find significant connections. Excepting in the cases where the husband had studied upto matriculation level, we found that nearly 60% respondents of highly educated husbands were feeling the strains of the two conflicting situations.\*

Once again we are trying to point out the objective situations which posses a conflict in the mind of the respondent.

Another direction in which role strain may be related, is the income level of the respondent. In the families where there is economic hardships, the respondent is likely to feel the stresses and strains of the two situations more acutely.

Lower economic level may mean, less availability in terms of facilities such as servants; it may also mean that the respondent will be constrained to take up job, and adding another element in the multiple role demands of the

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\* Please refer to the table in appendix

married woman student. Here it is found that as expected at the lower income level the stresses and strains of the dual role are felt more than at higher income level. \*

If we attempt to relate the social condition and the role conflict perception, we find that the adjustment to the two sets of role demands is more or less the same for all the castes. 37% of the upper castes, 34.6% of the intermediary and 40% of lower castes find the adjustment to the two roles easy. We had thought that the norms of various caste groups, might be having their own pressures on conformity expectation to the traditional role performance, thus leading to conflicts or less adjustment. These aspects are not indicated in the data. The data only corroborates the fact that nearly 60% respondents even at different caste levels feel the strains of dual role situations. It is very interesting to find that respondents expressing feeling that the two roles are difficult and full of stresses and strains are distributed castewise in a peculiar manner. 40% of lower castes, 28.9% of the intermediary castes and 35.9% of the upper castes are feeling the strains very acutely.

#### SUMMARY :

The main focus of this chapter is to grasp the various aspects of family situation of the respondents via a vis non-educational activity. The chapter therefore primarily deals with three major areas. The objective strain generating situation, the awareness or perception of the role strain and the attitude to role strain situation.

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\* Please refer to table in the appendix.

In other chapters we have seen the objective aspects of role strain while managing home and pursuing academic activity. Here we have focussed our attention to the attitude and opinion of the respondents with regard to objective situation. The data has suggested that the respondent study in over-all background of cooperation from family members, as revealed in the fact that 82.66% of the respondents have a cooperative atmosphere in their family. Though we have to be aware of the fact that in the minds of many of the respondents the cooperative atmosphere merely connotes permissibility and not active assistance.

As seen in Chapter III the respondents belong predominantly (67%) to nuclear family or some form which is akin to it. The data with regard to role strain indicates that more members belonging to the joint family type feel the strain of the dual role than those who come from nuclear type. However at the opinion level, 56% respondents favour joint family for its functional value rather than sentimental value.

It is our feeling that the image of an educated woman conceived by the respondent and also conceived by the family members is a significant factor in appraising the objective role conflict. The data has suggested that 67% respondents considered educated woman basically as a person fulfilling her obligations of wife and mother, 84% of the family members had the same image as expressed by the respondents. While 24.12% of respondents feel that an educated woman should develop her personality, there are just 10.50% family members who have similar image. The figures show that respondents have more non-traditional image of an educated woman than the family members. According to us the role conflict situation

is at the point where there is discrepancy between the images held by the respondents and family members.

The main assumption of the study is that marriage puts objective hurdles in continuing education of women. The data in this chapter more or less corroborates the presumption. One important factor of the categories of respondents in this study is that a large number of them are private students. It has been found that only 5.15% of the present private students were external before marriage. Thus nearly 95% have to voluntarily forgo college experience as a result of marriage. In this light when we look at the opinion level of the respondents, we find that 71.82% of the respondents felt that they should first finish their education and then enter marital status. The marriage as an obstacle in educational pursuit is felt by the respondents because it does not provide proper time for preparing adequately for student role. The constadictition of the role situations becomes more sharp when we come across data on the attitude of the respondents at the time when they are not able to fulfill the two role demands. 63% of the respondents feel worried if they are not able to devote enough time to study and 78% of the respondents are worried because they are unable to fulfil their wife/mother role, the seeds of role conflict and role strain are indicative when we come to the actual awareness of role conflict. We find that 33.60% feel the strain of the two roles while 37.40% have adjusted to the role situations and are quite happy. However the two intervening feelings point to the strain felt by the respondents. The question was an open-ended one, and therefore a quick, personal at the various answer suggested that the respondents were particularly bothered by the time adjustment problems. The data further

points out that though there is some relation between the income level and the strain felt and the level <sup>of</sup> education and the strain, however caste differences do not clearly indicate any trend.

The way sought out in role conflict situation is attempted to be gauged from their answers with regard to non-cooperation situation. Here we are quite aware of the fact that positive non-cooperative situation is only for 17.34% of the respondents and we cannot take them as typical cases of actions in role conflict situations. But they can surely indicate trend in which one group of society is moving. Here we find that a large number has been able to avoid the conflict situation by separating from the in-laws, and nearly the same proportion tries to remain indifferent. They go on pursuing their activities while the opposition is shown. There are 17.19% who feel that it is natural for them to behave like this and therefore they do not mind it. In short the attitude of the respondent while pursuing education under non-cooperative atmosphere appears to be negative.

The Chapter has clearly indicated the role conflict, the role strain and some degree of awareness of role strain situation. The Chapter also has definitely highlighted for husband's crucial position in this situation.



In this chapter we are attempting to examine an additional role which a married woman performs, over and above her two roles. This role is that of an earner. In modern India, with constitution enabling all women to take to earning if they require or if conditions favour, a new epoch in Indian history for women has been inaugurated. After Independence we find the spectacle of hundreds of women from middle and upper classes not merely taking to education but also taking to employment of white collared jobs and professions. In traditional India women belonging to lower strata, comprised of agriculturist and artisan groups, did take to gainful employment and assist their families economically. As the President Mr.V.V. Giri has remarked, "Every known economic system from times immemorial has needed and utilised the work of women".<sup>1</sup>

However, the women of middle and higher strata generally were prevented by the norms to participate in productive activities. The peculiarity of the modern period, more particularly after Independence, is that women from middle and upper strata are also out in the employment market. Education has opened the gateways for a large number of achieving positions. Thus we <sup>observe</sup> a new phenomena of educated women taking to gainful occupation. In the public sector nearly 78.5% <sup>women</sup> are employed in the services.<sup>2</sup> As Prof. D.R. Gadgil remarks, "The main recent change is the widening of the scope of employment of women in Government service, business and professions."<sup>3</sup> It need not be mentioned that these are the white collared jobs requiring education .

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1. Women Workers of India - Padmini Sen Gupta - P. ix.

2. Ministry of labour and Employment Govt. of India -  
Women in Employment - P.18

3. Gadgil D.R. - Women in the Working Force in India. (1965)  
P.21

The remarks of Alva Myrdal and Viola Klein about woman of the western world are coming true of Indian women as well. They observe, "the struggle for the right to work is no longer directed against external obstacles; no longer is there the same hostile public opinion to overcome with which our grandmothers had to contend nor is there a lack of opportunities for women. Today the conflict has become internalized and continues as a psychological problem." <sup>4</sup>

In urban India educated women taking to jobs are prompted by various considerations. They may be motivated by a desire for self-development or by considerations of being useful as a citizen. However most of them take to outside work to supplement economic resources. Whatever may be the motivation, the married women taking to out-door work does confront the problem of harmonising two roles of home and work. Married women who are employed and pursue higher education are further saddled with a third role i.e. of a student. This triple role does create a large number of problems for the married women. Even though the atmosphere for performing all the three roles may be favourable the very fact that these roles demand a definite schedule itself causes considerable amount of anxiety for these actors. In Indian condition where such a harmonious condition both in terms of facilities and in terms of attitudes is not likely to be present for the actor, we felt that a separate chapter analysing their special situations and their attitudes to the same would prove extremely valuable for throwing light on some of the aspects of married women students.

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<sup>4</sup> . . Klein Viola, Myrdal Alva women's two Roles - Home and work ---P.136

In the present study, out of 369 there are 154 (i.e. 41.7%) working women students. Table below gives the detailed break-up of these 154 students into various categories.

Table VII - 1

	Regular	External	Bombay University	Total
Working	7 (43.8)	107 (93.8)	14 (58.3)	128 (83.1)
On leave	8 (50.0)	0	7 (29.2)	15 (9.7)
Tuitions	1 (6.3)	7 (6.1)	3 (12.5)	11 (7.1)
Total	16	114	24	154

As the table indicates the working women are comprised of three categories (i) Those women who were gainfully employed. (ii) Those who took to tuitions or to conducting classes at home. This meant they were engaged in carrying activity for a period of time. (iii) Those who were by and large teachers and were working before they enrolled themselves as students at the time of this inquiry.

In the present analysis we have excluded the second and third categories. The third category was excluded because at the time of the enquiry they were not working. The second category has been excluded from our analysis, since we felt that the married students doing tuition or conducting a tailoring class at home though earning are not employed in the regular sense. They are not confronted with the time adjustment or with the problems of employer-employee relationship, which are faced by a regular employee. We felt that this category of workers may not be experiencing the intensities of the triple role

performance. Therefore the working women in our study will be comprised of 128 students i.e. about 34% of the total married student universe.

Another striking feature of this data on presently employed respondents has to be noted, before we start our detailed analysis. Though the total number of earning students is 128, we find that nearly 84% of the earners come from external students; while the earning students belonging to regular category both from S.N.D.T. University and Bombay University were 5.4% and 10.9% respectively. We feel that larger percentage in the Bombay University may be due to the fact that the city of Bombay provides unique situation for job opportunities for women. However, the fact that 84% of the external students are also working itself may imply that this very situation might have forced them to remain external.

After this preliminary clarification we will now examine in detail the background and attitudes of this category of students.

#### PICTURE OF EMPLOYED MARRIED WOMEN STUDENTS:

As observed earlier, married women students who are employed have to perform additional tasks over and above those of a student as well as of wife and mother. Apart from knowing the fields of work in which these students are engaged, we wanted to know the hours of work, whether they worked part time or full time and further their length of service. Is this experience of working and managing home a new responsibility they are shouldering or are they used to these two tasks? The triple burden on this type of students depends on the sharing in the various tasks at the hands of different sources. If there is larger

amount of help available in the household tasks the strain felt is much less.

One of the very common points of interest was the motivation of these students for earning. Whether they are undergoing all these hardships of studying, of managing home and children, as well as of earning, just because they find time too much hanging on their minds or they are really in need of additional money and hence suffering all these stresses and strains.

Allowing for the fact that these married women had economic or non-economic considerations in taking outside employment we were very much eager to find out why do they study ? Do they undergo the pangs of the student role because they consider the strain would be worth ~~its~~ reward in terms of higher prospects in the job, or do they just like to study and gather knowledge ? These are various facets of earning married women students which need probing and we feel that the replies provided in these fields would help in a way to understand the minds of newly awakened womanhood.

#### SOCIAL ELEMENTS OF EMPLOYED MARRIED WOMEN STUDENTS :

As mentioned earlier, out of the total sample of 369 married women students, 128 are employed. Following is the language distribution of these 128 students.

Table VII-2

Table showing the language-wise distribution of the married working students.

Language	Working students	Total sample	percentage of working to total
1	2	3	4
English	4	3	57.1 %
Gujarati	20	111	18.01%
Hindi	4	9	44.4%
Konkani	4	12	33.3 %
Marathi	82	203	40.34%
Punjabi	2	4	50 %
South Indian languages	12	19	63.2 %
Total	128	365	

The language-wise distribution points out the overwhelming majority of working women students in South Indian language group, though that group is only 5.15% of the total sample of married women students. Similarly, it is not worthy that though in the main sample the ~~Marathi~~ and Gujarati speaking respondents were 55% and 30 % respectively as far as the earning status is concerned they are 40.34% and 18.01% respectively.

The table No.VII-3 depicts the religious distribution of this category of respondents.

Table VII-3

Table showing the working married students according to religious distribution

Religion	Working women students	Total Sample	Percentage of working over total
1	2	3	4
Christian	8	14	57.1 %
Hindu	115	330	34.8 %
Jains	2	16	12.5 %
Muslim	1	5	20 %
Sikh	1	2	50 %
Jew	1	1	100 %
Zoroastrian	-	1	-
Total	128	369	

As in language distribution the religion distribution also indicates larger representation of Christian, Sikh and Jew religions rather than majority religion viz. Hindu (including Jains) or Muslim. In the main Sample for instance the Christians were mere 3.79%, but as far as working women students are concerned they are 57.1% . This data bears out with the real situation viz that there are more non-Hindu women in working population.

A picture of marital status of the respondent could be build up from the following data :

Table VII-4

Table showing the distribution of respondents according to their marital status.

Marital status	Married working students	Total sample	Percentage of
1	2	3	4
Married	116	345	43.6 %
Seperated	3	7	42.9 %
Widowed	9	17	52.9 %
Total	128	369	

This table indicates that though widows were just 4.61% of the main sample, as far as the gainful occupation is concerned nearly 53% widows are working. This data reveals that a substantial proportion of seperated and widowed women student have to earn and learn.

The type of family has considerable influence on the working women. Many a time it may be observed that those who are also shouldering the responsibilities of outside employment, prefer a neo-joint family. As observed earlier in our study, the students have come predominantly from nuclear family or some type where the husband of the respondent, wields the authority. In this sub-study also we find majority belong to the family where the pattern of authority is husband oriented.



<u>Type of family :</u>	<u>No.</u>
Nuclear	72 (56.2%)
Traditional joint family	13 (10.1%)
Living with one member of in-law's	24 (18.7%)
With the parents	10 (7.8%)
Seperate	3 (2.3%)
Any other	6 (4.6%)
(Where the wife's relation is staying in the core family )	

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As mentioned before\* though the family types No.1, 3, 5 and 6 can be grouped together and if we consider so, then we find that 105 respondents out of 128 belong to some sort of nuclear family. However we might have to remember that in nuclear family household responsibility falls entirely on the components of the family. Hence, we have to conclude that 75 (i.e. those who are in nuclear family and those who are living on thier own) respondents have to face the burden of triple role on their own resources. In the remaining 53 the burden is somewhat shared by the member from the family of orientation or family of procreation.

Much of the burden of the married woman depends on the fact whethor she has children or not ? Of course the relativeity of the strain will much depend on the number of children as well as the ages of children. It has been found that out of 128, 24 married women do not have any children. 73 respondents have 1-2 children, 25 have 3 children while 6 have more than 4 children. Thus it appears that out of 104 employed mothers, nearly 71% have

\* Ref. Chapter III.

one or two children. The nature of the burden can be gauged from the following table:

Table VII-5

Table showing the distribution of the respondents according to, who looks after the children when mother is going out for earning.

Who looks after	Regular	External	Bombay University	Total
Member of in-law's family	-	17 (15.8)	5 (35.7)	22 (16.4)
Member of Parent's family	-	21 (19.0)	4 (28.6)	25 (19.5)
Servant	2 (28.6)	17 (15.8)	3 (21.4)	22 (16.4)
Neighbour	-	3 ( 2.8)	-	3 ( 2.3)
Not Necessary	1 (14.3)	29 (27.1)	1 ( 7.1)	31 (24.2)
Not applicable	4 (57.1)	19 (17.7)	1 ( 7.1)	24 (18.7)
Any other	-	1 ( 0.09)	-	1 ( 0.7)
Total	7	107	14	128

The table indicates that in the case of 31 i.e. 24.2% respondents the children seem to have grown up and they do not require anybody to look after them. As mentioned before in 24 (18.7%) cases the question is not applicable since they do not have any children. It appears therefore that real problem of the care of children is mainly for 48% of respondents. The data broadly suggests that the responsibility is more or less evenly distributed between the two kin relationship, member of in-law's

family, member of parents' family and thirdly servants. It therefore follows that some sort of joint family is considered to be of considerable assistance in relieving the married women of her dual role viz. of home-maker and worker. \*

It further corroborates our previous readings, viz. that in modern times, the sharing of the tasks, continues with the family of orientation, even after marriage, a phenomenon which is rather new as far as the traditional norms are concerned.

In Indian society, it is still possible to get help in the form of servant is proved by this table. The urban upper middle-class, very often relies on the help of the servants for varieties of work.

The larger number of external students as employees as well as larger number of the same group as mothers, are two facts which require special mention. Burdened as they are with two fold duties of home and work, they do not find it convenient to be regular students and hence are deprived of various rights of student position. Much more puzzling than this phenomenon is the fact that in the Bombay University out of 14 employed students, 12 really need some help. If we look to the various categories of students we can realize the degree of variation and the special situation of Bombay University. In the case of regular students of S.N.D.T. Women's University only about 29% need some assistance; in the case of external about 45% require help while in the Bombay University nearly 86% depend on some help for looking after their children. Very truly they must be feeling the strain of the situation much more. Having considered the social setting

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\* This data indicates why many respondents in this study prefer joint family.

in which our respondents live, we will now see, their work setting.

NATURE OF WORK:

For educated woman teaching appears to be a convenient and congenial profession. The advantage such as vacation at the same time when their children are also free appears to many married women. Quite a good number is to be found in this field. Following table gives the idea of occupational distribution at all India level:

Table VII-6

Occupation Comparison of Women Workers in India  
(Based on 1961 Census)

Occupation	Female Absolute Number	Female % of Occupation	Male:Female Percentage,
<u>Administrative</u>			
Official	28,530	1.932%	1.970%
Clerical and related.	17,474	3.373%	3.490%
<u>Teaching</u>			
Combined	317,007	20.0%	25.0%
Primary	245,784	19.985%	24.875%
Secondary	62,441	22.686%	29.340%
Higher	8,782	14.222%	16.580%
Medicine	13,294	5.487%	5.800%
Nursing	119,548	70.732%	41.670%
Telephone Operator	5,388	19.96%	25.00%
Librarian	886	7.72%	8.37%
Journalism	322	3.01%	3.11%
Social Work	6,752	22.383%	28.84%
Legal	654	0.82%	0.824%
Architecture	53	1.985%	2.00%
Engineering	245	0.24%	0.245%
Writers	363	7.105%	7.65%

Source : Changing Status of Woman by C.A. Hare, pp.194 to 197.

At all India level also we find that after Nursing and Social work teaching profession, is the most coveted one.

In our study we found teaching as the most popular one.

Table VII-7

Table showing nature of Work  
Table showing nature of work

Nature of Work	S.N.D.T. Regular	External	Bombay University	Total
Teaching	6 (85.7%)	87 (81.51%)	10 (71.4%)	103 (81.3%)
Office work	1 (14.3%)	19 (17.7)	4 (28.6%)	24 (18.8%)
Nurse	-	1 (1.9%)	-	1 (1.6%)
Total	7	107	14	128

The table indicates that nearly 81% of respondents are engaged in the profession of teaching. It is very noteworthy to find 18.8% of the married women students in the white collared jobs. This field is now becoming important and many a woman who does not like the drudgery of correcting note books which is implied in a teacher's job can join for the office work. Comparatively negligible representation of the nursing profession in this study indicates two things: It may be that nursing is not yet a profession considered worthy of the upper caste Hindus. Secondly, those who are actually in the nursing profession do not find time enough for study after a heavy duty of 8-10 hours in the hospital.

Moreover, since they are already trained, they may not care for any liberal arts course, where only the facility of appearing as an external student is available.

TYPE OF WORK :

Next important problem connected with the working women is whether she is working as a full-timer or part-timer. As a married woman with the responsibility of home and children, she might prefer to work as a part-time employee. Her decision to be a part-time worker can further be due to the fact that as she is a student she might wish to devote more time to study.

Table VII - 8

Table showing distribution of the respondents according to type of work.

Type of work	Regular	External	Bombay University	Total
Part-time	1 (14.3%)	4 (3.7%)	3 (21.4%)	8 (6.3%)
Full-time	6 (85.7%)	103 (96.3%)	11 (78.6%)	120 (93.8%)
Total	7	107	14	128

The table points out 2 or 3 significant facts:

- (i) In spite of various advantages supposedly accruing to a part-time worker, in our study, large majority of the sample prefer to be a full-timer. This may imply that married woman is very heavily pressed with the tasks of home and work, even though we may overlook her student role. (ii) It has to be further remembered that nearly 85% of the regular students of S.N.D.T. Women's University and 78.6% of the Bombay University are working full-time.

Thus adding to other two roles, the role of a student. The stresses and strains in terms of dispensing the different role demands in terms of time and place are just unimaginable. (iii) The distribution indicating small number of part-timeers requires further probing. Whether the emoluments of a part-time worker are not worth the trouble taken or whether the opportunities for the part-time work are not very many, and hence many women are constrained to work full-time.

Along with the type of work the problem of how much time do these students devote in their work, becomes significant. In this study we have been confronted with the student population which is fighting for time; time for cooking, time for going out with husband; time for looking after children time for attending College, time for studies, etc. In fact it is a mad rush to do various things at a particular time. The number of hours required to be spent for the job add a new burden to this over-worked group.

Table VII - 9

Table showing the distribution of respondents according to the number of hours they work.

Hours of work	Regular	External	Bombay University	Total
2-3	1 (14.3%)	2 (1.9%)	3 (21.4%)	6 (4.7%)
4-5	4 (57.1%)	24 (22.6%)	4 (28.6%)	32 (25%)
6-7	2 (28.6%)	67 (62.3%)	6 (42.9%)	75 (57.8%)
8 and more	-	14	1	15
Total	7	107	14	128

It appears from the table that large number of respondents have to work for 6 to 7 hours which is considered full-time in any regular establishment. We are also having some 15 i.e. nearly 11% married women students who have to spend more than 8 hours in outside work. Those regular students who are spending 3 to 4 hours in the college, 3 to 4 hours in the household work, plus 4 to 5 hours in livelihood making activity, must be very much hard pressed, for time. After spending such a strenuous day, it would be very unreasonable to expect them to spend time for their studies too.

#### THE SPAN OF WORKING:

In the western countries there is a common observation which is corroborated by certain studies that marital status comes in the way of taking job. More particularly when women have to look after the entire household task, with very meagre help from the relations, a married woman waits for a time when her children are grown up and the last child starts going to the school, before she takes up any job. However, with the growing cost of living, as well as new concept of standard of living, more married women are entering the employment field.<sup>5</sup>

In the present study we were interested to know three facts with regard to the working students:

- (i) How long they have been working (ii) whether they have started working before marriage or after marriage
- (iii) At what level of education did they start working.

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<sup>5</sup> Ref. to Education and a Woman's Life - Ed. Lawrence Dennis  
(p 56-59)



All these three questions were formulated to find out firstly the impact of marriage on employment and secondly, the educational equipment of the earning women. We were working on the hypothesis, that if the respondent has been working before she married, she is not confronted with new set of adjustment. Moreover, we felt that if she has worked for quite some time then she seems to be used to this sort of life and her wish to add the third role in her array of other roles, might indicate the optimism with which she is facing life.

The question with regard to the relationship between the first job and the education level was framed because of our curiosity to know how early they start working. We were also testing a hunch that if a girl is working before finishing her graduation, it may mean that she is economically hard pressed and thus requires postponment of her studies. Of course when most of the jobs are linked up with high level education, many students (if they can afford) attempt to finish their education and then enter employment field.

We will examine the following table in this light.

Table VII-10

Table showing the distribution of working students according to whether they worked before marriage or not.

Whether worked before or not	S.N.D.T. Regular	S.N.D.T. External	Bombay University	Total
Yes	1 (14.3%)	53 (49.5%)	7 (50.0%)	61 (47.6%)
No	6 (85.7%)	54 (50.4%)	7 (50.0%)	67 (52.3%)
Total	7	107	14	128

The data in the above table shows even distribution of the external and Bombay University students. It would be very difficult to come to any definite conclusion with regard to the point whether marriage is in any way a hindrance to working women or not ? Data some what indicative is that of the regular S.N.D.T. University students, where we find that out of 7 working students only one was employed before marriage while 6 have started after marriage. It means that for these (85.7%) students employment is a new experience. The data also indicates that 53.1% of the total respondents were not working before marriage, but are either constrained to work, or they might be getting some leisure time and hence are working. We will know more about the motivation for work from the table . . . .

Table VII-11

The table showing the distribution of the respondents according to the number of years of working.

No. of Years	Regular	External	Bombay University	Total
Less than a year	-	4 (3.7%)	-	4 (3.1)
1-3	2 (28.6%)	25 (23.3)	8 (57.1%)	35 (28.1%)
4-6	1 (14.3%)	33 (29.6%)	3 (21.4%)	37 (29.7%)
7-10	4 (57.1%)	24 (27.2%)	2 (14.3%)	30 (23.4%)
11-15	-	8 (7.4%)	1 (7.1%)	9 (7.8%)
16-20	-	9 (9.3%)	-	9 (7.8%)
More than 20 years.	-	4 (3.7%)	-	4 (3.1%)
Total	7	107	14	128

The data in the table points to certain interesting facts. It may be noticed that while nearly 58% of the Regular students have been working for 7-10 years, we find the same percentage in the Bombay University which is working for 1-3 years. It may mean that these respondents (S.N.D.T. Regular) have a considerable period of experience of work and might be able to appraise the situation better than those (Bombay University) who are new in the dual role performance. As far as the external students are concerned, very naturally we come across a spectrum of work experience, where at one end we have 4 respondents with less than one year in the job and at the other end same number who has worked for more than 20 years. However, the position with regard to married women students remaining external gets more and more clear from this data. Due to the responsibility of looking after home and more particularly due to the fact that they have to earn, they are unable to join college as regular students.

It is revealing to find that even after working for 6 years and more, there are married women who wish to continue their higher education. The wish might be motivated by job needs, or might be purely for gathering knowledge.

The following table VII-12 shows the distribution of respondents as to after passing with examination they started their earning:

When did you first start work	Regular	External	Bombay	Total
Before S.S.C.	1 (14.3%)	1 (.9%)	-	2 (1.5%)
After S.S.C.	4 (57.1%)	48 (43.8%)	5 (35.7%)	57 (44.5)
After S.T.C. or T.D.	-	41 (38.3%)	1 (7.1%)	42 (32.8%)
During under-graduate studies.	-	5 (4.6%)	2 (14.3%)	7 (5.4%)
After B.A./B.Sc.	1 (14.3%)	9 (8.4%)	5 (35.7%)	15 (11.7%)
After B.Ed.	1 (14.3%)	1 (.9%)	1 (7.1%)	3 (2.3%)
After Post-graduate studies.	-	2 (1.8%)	-	2 (1.5%)
Total	7	107	14	128

This table reveals some features of employed women students (i) The fact that nearly 80% of the respondents were forced to take up jobs after passing S.S.C. or after taking couple of years of under-graduate training, indicates that whether they are aware or not, economic compulsions have forced them to take to job. (ii) This fact it also established by the fact that jobs for undergraduates are generally of low salary scales.

This fact can also be corroborated from the table VII-13, where we get an idea of what these earning women receive in form of emoluments.

Table VII-13

Table showing the distribution of respondents according to their income.

Income	Regular	External	Bombay	Total
0-75	1 (14.3%)	2 (1.8%)	1 (7.1%)	3 (2.3%)
76-100	1 (14.3%)	1 (.9%)	1 (7.1%)	3 (2.3%)
101-150	1 (14.3%)	6 (5.6%)	2 (14.3%)	9 (7.8%)
151-250	-	55 (51.4%)	6 (42.8%)	61 (47.9%)
251-500	4 (57.1%)	43 (40.1%)	5 (35.7%)	52 (40.6%)
Total	7	107	14	128

The fact that nearly 60% of these earning students come in the low bracket of earning, shows that these earners play their triple role under arduous circumstances. We may infer that these respondents either may be forced to become external or might be having onerous tasks at home.

#### FACILITIES FOR STUDY :

Earning married students when taking to education, i.e. performing the third role, naturally required certain facilities even in terms of time for pursuing their educational activities e.g. even if the married woman is an external student she requires necessary leave at least to

appear in the examination. If the married woman is a regular student and if she is working in an office, she does need certain concessions in hours of work for attending college. Examination is a serious crucial element in the modern educational structure. It requires specific concentration on studies at least a few months commencement of before / examination. This may entail the necessity of preparatory time and necessary leave from regular job for some months. With a view to find out how do our students, fare in terms of facilities we asked for this data in the questionnaire.

Table VII-14

Table showing the distribution of respondents to the facilities given to them from the employer.

Facility	Regular	External	Bombay	Total
Leave with pay	3 (42.8%)	27 (23.1%)	-	
Leave without pay	-	12 (10.2%)	2 (14.3%)	
Leave with half pay	-	1 (.8%)	1 (7.1%)	
Concessions in attendance	-	2 (1.7%)	1 (7.1%)	
Economic help	1 (14.3%)	2 (1.7%)	-	
Not necessary	-	1 (.8%)	-	
No.	3 (42.8%)	72 (61.1%)	10 (71.4%)	
Total	7	117	14	

(The total of external students indicate more number because of multiple answers)

Nearly 68% of the respondents do not get any facility from their employers as indicated of the strain which majority of working women are undergoing in pursuing their educational role efficiently. However, it is relieving to learn that there are a few employers who are appreciating this new role of their employees and are giving some facilities. Of course, we are not clear from the answers whether the facilities asked are due to the students by way of right or as a result of special considerations by the employers.

ATTITUDE OF THE RESPONDENTS TOWARDS THE WORKING CONDITIONS AND THEIR OPINION WITH REGARD TO THEIR EDUCATIONAL ACTIVITY.

Upto now, our focus of enquiry was on the working background of the married women students. We tried to see how and when they started work. We looked into the social matrix from which they sprang and we also observed the implication of this dual role in term of their expenditure of time and energy. We were curious to know why these employed women were intending to perform the third role viz. that of a student. We were further keen to know how they viewed their functioning as an employee as well as a housewife? We were also interested in knowing their attitudes with regard to these two roles in the capacity of students. Finally we were interested in finding out why the students instead of performing that role fully, were keen to take to work.

The analyses which follows is focussed on the points mentioned above.

Table VII-15

Table showing the distribution of respondents as to why did they continue to study ?

Reasons	Regular	External	Bombay	Total
Fond of studying	4 (57.1%)	53 (40.9%)	5 (35.7%)	62 (48.4%)
It will give better prospects (like promotion)	2 (28.6%)	62 (58.0%)	9 (64.3%)	73 (55.4%)
Job requirement	1 (14.3%)	41 (39.2%)	2 (14.3%)	44 (34.3%)
Economically independent	-	1 ( 0.9%)	-	1 ( 0.7%)
Any other	-	1 ( 0.9%)	-	1 ( 0.7%)

The above table is based on multiple answers.

A conclusive trend may not be indicated from the table, since we have got multiple answers in different categories of reasons, however the data gives some picture of the motives of study.

The answers suggest that married working students seem to be thinking that higher education will improve their prospects. It is very plausible that when a person is constrained to take up job after S.S.C. naturally she would consider her educational activity as a necessary part of raising her economic status. However, bettering of the prospects need not mean that these respondents after getting higher education will get a big lift. Mostly it may mean certain promotions to higher grade in terms of a few more rupees.

It may be mentioned that apart from those respondents who have mentioned the reason of better prospects, there



are 44 answers which indicate job requirement as the reason for studying. One respondent feels that her

educational activity is basically meant for becoming independent. We can safely conclude that most of the respondents have their eyes fixed on future either by improving their qualifications or by compensating for their deficiencies. These are the students who value education as a necessity and perhaps they may form a significant category of students learning for passing an examination.

Along with the motivation of study, another linked up question is motivation for earning. Following table indicates reasons for taking to jobs.

Table VII-16

Table showing the distribution of respondents according to the reasons for working. (Multiple answers)

Reasons for taking job	Regular	External	Bombay	Total
To avoid boredom	-	12 (11.2%)	2 (14.3%)	
Liking for work	-	30 (28.0%)	2 (14.3%)	
To remain independent.	4 (57.1%)	30 (28.0%)	4 (28.6%)	
To be economically helpful to the family.	3 (42.8%)	85 (79.4%)	7 (50.0%)	
Provide use of my special training.	1 (14.3%)	16 (14.9%)	2 (14.3%)	
Because I am used to working.	1 (14.3%)	11 (10.2%)	2 (14.3%)	
Because I expect to gain some benefits.	-	4 (3.7%)	1 (7.1%)	
Security	-	43 (40.1%)	3 (21.4%)	

As in the former table, this table also is composed of multiple answers and our difficulty of indicating any conclusive trend continues. However, the data is clear enough to suggest that for most of the respondents economic motive is dominant. Many of the respondents feel that they are able to give economic help to their families. If we ignore 14 answers which indicate negative motive of avoiding boredom and 32 as positive liking for work, we find that all the rest of the answers are linked up with some economic motive. It may be that these respondents wish to be economically independent or, they are looking to the future security, or because they expect some benefits from long-term employment. This study on the whole points to the fact that the respondents committed as they are with their marital responsibility are also working because they cannot maintain themselves with this growing cost of living. Here we are reminded of the noted findings of Myrdal and Klein "Woman's two roles" as well as of Juddith Habback where they have pointed out that married women in the western countries are predominantly working for economic reasons.<sup>6</sup> It may be expected that with growing education of women, as well as with the growth of our economy on the pattern of industrialization, there would be a rising trend of women engaged in work which would give them financial reward. This appears to be the emerging pattern of the life style of educated women.

The economic motive is one of the significant determinants of these students can also be seen from the economic status of their husbands.

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<sup>6</sup> Myrdal & Klein Opt-Cit as well as Juddith Habback.  
 "Wives who went to college"

Following table indicates the income brackets of the husband of the respondent.

Table VII-17

Table showing distribution of respondents according to income of the husband.

Income level of Husband	No. of Respondents	Total Sample	% of income level of working women to total sample.
No income	2	7	28.6
Below 100	2	2	100.00
101 - 150	-	1	0
151 - 250	10	18	55.6
251 - 500	73	187	39.3
501 - 1000	27	101	26.8
Rs.1001 & above	2	20	10.0
incomplete	-	9	-
Total	116	345	

(Data about Widows and separated women is not included in this table)

As the data in the table indicates large cluster of working women comes from the low income level. Those respondents who come from low income level, have to earn and learn. It is also quite revealing that when the husband's economic contribution, is nil or below 100, the wife's share must be of a very substantial assistance in running the household. These respondents are likely to feel the burden of their complex situation.

The woman who is employed outside her home feels a variety of contradictions. In the wider social world there is always a subtle comparison going on between their own way of life and the more traditional one. Further if she has children the doubts and guilt feelings are aggravated. As Myrdal and Klein remark "Contemporary Psychology has put a very heavy burden of responsibility on the mother's shoulders and the more educated she is the more conscious she will be of its implications". Thus there is inherent feeling of conflict involved in the dual role of married woman as worker. It can so happen that since, some of the women are conveniently placed that they do not have to worry much for their dual role; there are some more who might be so used to the dual role that they do not feel the pinch of it, and there might be still others who might be having a temperament by which they do not view the situation with strain or panic. However, the compulsions of the two role demands are such that some amount of strain is bound to be felt. It is in this background that we had asked the respondents about their attitude to the two tasks of working in the house and earning. The replies revealed that 71 respondents i.e. 56.3% did not find the two roles very difficult, while 57 respondents i.e. nearly 46% feel the tasks too heavy. When we further questioned them about reasons for these two reactions it was found that those who did not feel the strain, reacted so, because they were getting a psychological satisfaction of helping the family or because they were conveniently placed or they felt that work outside gave them social prestige. It

Table VII-19

Table showing the distribution of 2 out of 7 regular 48 out of 107 external respondents and 7 out of 14 Bombay University employed respondents according to the reasons why they feel that the tasks of working in the house and earning are too much for them.

	Regular	External	Bombay
I get exhausted	2 (100.0)	41 (85.4%)	6 (85.7%)
Because I have to neglect my social obligations.	-	13 (27.08%)	3 (42.8%)
I cannot enjoy life	1 (50%)	8 (16.6%)	2 (14.2%)
I do not get help in household work	-	12 (25.0%)	-
I cannot pay proper attention to my children.	-	19 (39.6%)	2 (14.2%)
<hr/>			
Total			
<hr/>			

The percentages are from 2, 48 and 7 of the Regular, External and Bombay University respondents.

may mean therefore that the married women workers may not feel acutely the strain of the situation either if circumstances are congenial or if their economic contribution is substantial to the family requirement.

If we throw a glance at the reasons why they feel the strains of two roles we get our instinctive observations verified. Most of them feel the physical strain i.e. they get exhausted and still some feel the strain because they have got a guilt feeling that they are unable to perform their wife role as well as mother role properly. There are some 12 respondents who feel the strain because they do not get help in the household tasks. Thus this finding also corroborates other similar findings that role conflict is either due to the norm commitment of the individual or/and due to the difficulties in home situation.

The following three tables are based on these findings:

Table VII-18

Table showing the distribution of respondents according to whether they find the two roles difficult.

	Regular	External	Bombay	Total
Find difficult	2 (28.5%)	48 (44.8%)	7 (50% )	57 (44.5%)
Not difficult	5 (71.4%)	59 (55.1%)	7 (50% )	71 (55.4%)
Total	7	107	14	128

Table VII-20

Table showing the distribution of 5 out of 7 regular employed respondents; 59 out of 107 external employed respondents and 7 out of 14 Bombay University employed respondents; according to the reasons why they do not feel that the tasks of working in the house and earning are not too much for them.

	Regular	External	Bombay
Satisfaction or financial help	4 (80.0%)	40 (67.9%)	2 (28.5%)
I receive help in house-work	1 (20.0%)	21 (35.5%)	2 (28.5%)
I could be economically independent	3 (60.0%)	24 (40.6%)	-
No other responsibility	1 (20.0%)	13 (22.03)	2 (28.5%)
Social prestige	-	11 (18.1%)	2 (28.5%)
Like to be active	1 (20.0%)	23 (38.9%)	3 (42.8%)
Convenient to work	1 (20.0%)	7 (11.8%)	2 (28.5%)

The percentages are from 5, 59 and 7, regular, External and Bombay University students respectively.

To sum up, it may be mentioned that working married women are unable to fulfil all social obligations. In our study, on top of these two roles, they are saddled with the third role, and therefore it is very likely that they might be experiencing the strains of the contradiction demands.

SUMMARY:

In this chapter our focus was on the earning married students and their various facets. As the data indicated most of the students work as teachers, and they are expected to work for 6 to 8 hours, and generally are in the income brackets of 150-250. The surprising data which we have come across is that of the long span of the working role. Many of them are in the employment field for more than 5 years. Still more revealing was the data with regard to their educational level at first job. It has been found that many of them are working since their undergraduate days. In spite of the strain of multiple role it appears that their education has significant part to play in the economic betterment. Consequently the economic motive is a very powerful incentive for undergoing all these hardships.

As observed earlier, the legal barriers to the employment of married women are more or less non-existing. Myrdal and Klein rightly point out to the new situation, when they remark, "The question of whether or not to continue in employment after marriage has largely become a matter of personal choice and of agreement between husband and wife. The fact that such a decision may have been taken rationally after due consideration of the pros and cons does not necessarily eliminate doubts and worries on a deeper psychological level." It is in this light that we can conclude that the students in our study also are undergoing the stresses and strains. They might be neglecting one or the other role obligations, and must be suffering the consequences.



One of the indication of the conflicting two roles is being borne out in this study is the case of external students. As the data has pointed out it appears to be some what vicious circle. These students are employed and therefore cannot complete their higher education, and since they cannot complete their higher education, they are unable to get high salaries.

In this background we think that we do not require much evidence to establish the fact that these categories of students may not be able to devote time for their studies or fare well in examination. To cater to the needs of these students more intensive efforts would be needed.

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CHAPTER VIIIHOW THE FAMILY MEMBERS VIEW THE EDUCATIONAL  
ACTIVITY OF THE RESPONDENTSINTRODUCTION :

Upto now we have been concentrating our attention on Socio economic background of married women students and their attitude to educational setting as well as their appraisal of family situation. In this, and the subsequent chapter, we intend to focus out attention in a different direction. While trying to understand the performance of the dual role of the respondent we felt that it would be pertinent to study the reaction of the family members, towards the educational activity of married women. The attitude of the administrator towards the married woman student is another aspect of the problem which we will be discussing in the next chapter.

In the Indian setting the attitude and opinion of the family members, more particularly father-in-law, mother-in-law, and the husband, considerably shape the life of married women students. The fact that married women were taking education aroused in us another curiosity, that how her education is viewed by the family members. A married woman is expected to devote her full time and energy to the family responsibility. However, as a student pursuing higher education, she is expected to devote some time or give some attention to the non-family activity. How would a mother-in-law, or a husband view this situation?

As seen earlier the respondents have indicated that their husbands' attitude has been by and large co-operative. It was felt that nature of co-operation may take

variety of forms. It can be of passive permission or an active assistance from the family members. Further, co-operation may be available from the husband but not from father-in-law or mother-in-law. We were therefore eager to know the otherside of the medal. Of course this exploration though very necessary was fraught with difficulty. It presented a very serious obstacle in terms of measurement. The first difficulty lay in selecting the persons to be interviewed. It would be an unwieldy proposition to get responses from all the three members whose opinion we had considered significant. Secondly it was not possible to interview the family members of all the respondents, because it would have meant a separate enquiry on a very large scale, even larger than the present sample. Thirdly the technique of administering questionnaire for evoking responses was not feasible nor practical. Taking into consideration all these and other difficulties of time and cost and also realizing that this was not the major focus of the study, we adopted the following procedure for collecting information. We selected a limited sample of 10% from the families of the respondents. (for details refer to chapter on Methodology). Though the entire procedure might be somewhat imprecise, we believed that a glimpse into the opinions of family members may reveal some aspects which might help us in understanding the attitudinal atmosphere within which the married women study. With a view to get a deeper understanding of this background of the student we also felt that some idea of the family atmosphere where respondents had declared that one or the other member in that family was non-co-operative,

should also be seen. We therefore selected some 10 family members who were described as non-co-operative by the respondent.

Having indicated the limitations of our study in this section, we will now describe the attitudes of the family members as emerging from our interviews. Before describing the interviews we will provide a Socio-economic and cultural background on the interviewees.\*

#### SOCIO-ECONOMIC AND CULTURAL BACKGROUND OF THE FAMILY MEMBERS:

The total number of family members interviewed was 47, these were distributed on the basis of their relationship with the respondent, as follows:

<u>Relationship with the Respondents</u>	<u>No.</u>
Husband ...	36
Father-in-law ...	4
Mother-in-law ...	7
	<hr/> 47

Out of these 47, 9 were cases of non-cooperation as mentioned by the respondent. In the nine non-cooperative cases, there were 2 cases of husbands, 2 cases of father-in-law and 5 cases of mother-in-law.

We will first focus our attention on the social background of <sup>38</sup>co-operative members.

As far as the language distribution is concerned we find that there are 25 family members who have declared Marathi as their mother tongue, 10 as Gujarati, and one each as Konkani, Tamil and Hindi.

In the field of religion it is found that 34 interviewees belong to Hindu Religion, 3 to Jain and one to Christianity.

\* As far as possible in the cases of cooperative members we have restricted our description of opinions and attitudes of husbands, unless otherwise stated.

As mentioned in the chapter on Socio-economic ground of respondent, caste affiliation has some influence in the attitude of the family members towards the education of the women-folk and therefore we had also asked for data on Caste. The reading from the information submitted show that out of 34 Hindus, 24 belong to upper caste more predominantly <sup>of</sup> Brahmin caste, 6 to intermediate castes like Lohana and Rajput, and 3 belong to Lower caste, such as Agri and Bhandari. There was one case of non-response.

The level of education has considerable influence on the opinion of the family members. A highly educated husband might be very encouraging to his wife's pursuance of education for a number of reasons. He might wish to have a good companion or might view her higher education as a matter of prestige. Similarly those husbands who have been denied the advantages of the higher education may look with suspicion.

As far as the husbands are concerned following is the distribution of data on educational levels :

<u>Level of Education</u>	<u>No.</u>	<u>Percentage.</u>
Secondary	2	5.9
S.S.C.	6	17.6
Under graduate	4	11.8
Graduate	9	26.5
Diploma Holders	4	11.8
Double graduate	4	11.8
Post graduate	4	11.8
Non-response	1	2.9

The data reveals that as far as the sample of interviewees is concerned we have 50% who are highly educated. It is quite understandable that they rate the educational activities of their wives highly. It is really very surprising and ~~encouraging~~ <sup>to</sup> find 8 cases where the husbands were not as highly educated as their wives and still not resisting this activity of their wives.

In order to understand the social background of the interviewees it is worthwhile to consider the occupations which are followed by the members of the family. The data indicates that in all the two cases of father-in-law they are retired and with very little income of their own.

Coming to analyse the data with regard to husband's occupations we came across the following distribution :

<u>Nature of occupation:</u>	<u>No.</u>	<u>Percentage:</u>
Service	21	61.8
Business	5	14.7
Clerk	1	2.9
Professional	4	11.8
Sales representative	3	8.8
	<u>34</u>	<u>100.00</u>

The data shows that 61% of the husbands belong to the Service class with basically fixed timings and routine of work. The next two groups in importance are business and professionals. It appears that since the husbands are basically involved in white collar jobs they are likely to have no objection attitude towards wife's educational pursuits.

The income distribution of the husband indicates that 16 belong to the income bracket of Rs. 200-500, 5 to Rs. 501-700, 8 to <sup>Rs.</sup>701 - 1000 and 3 to <sup>Rs.</sup>1001 and above. There are two cases where income is less than 300. The data thus indicates the middle and upper income level of interviewees.

Having surveyed different facts of the Social background of the respondent's relations we can sum up by remarking that the overall background of the interviewees is of educated upper-caste - middle and upper income, white collared type.

It would be worthwhile to look into briefly the social background of the family members declared as non-cooperative. The language distribution of these 9 members indicate that 5 belong to Gujarati language group, 2 belong to Marathi and one each to Konkani and Malayalam groups. As far as the distribution of religion is concerned all excepting one belong to Hindu and out of these 8 Hindus 5 come from upper-caste and 3 belong to intermediary caste.

It would be interesting to study the educational background:

<u>Educational level</u>	<u>Father-in-law</u>	<u>Mother-in-law</u>	<u>Husband</u>	<u>Total</u>
Illiterate	-	1	-	1
Primary	1	4	-	5
Secondary	-	-	-	-
S.S.C.	1	-	1	2
Diploma	-	-	1	1
Total	2	5	2	9



The educational background of these family members is quite revealing. As far as the cases of mother-in-law are concerned as expected there is very little educational background. None of them have gone beyond primary stage. In the case of father-in-law, none of the two have been educated beyond S.S.C. stage while in the case of the husband also, the educational level is only upto Diploma. The sample is too small to hazard a generalization, but we are tempted to observe that the non-cooperative attitude of the family members has very close relation with their educational level. On the whole since the members of the family are themselves not educated they do not realise the value of education.

The occupational distribution of these 9 cases suggest that in all the 5 cases of mother-in-law, they just remain in the home while in the case of father-in-law, one has his business and one is a clerk in the office. As far as the husband's cases are concerned, we find that one is in business and the other is a technician.

It may be that non-cooperation might have some connection with the income of the member. In all the cases of mother-in-law, they are not having any independent income, while as far as father-in-law is concerned in both the cases, they earn more than Rs.1000/- p.m. Similarly in the case of husband also the income is more than Rs.700/- p.m.

Many a time it is observed that the generation gap is largely responsible for having opposite approaches towards a particular action. The non-cooperative attitude of the mother-in-law or father-in-law may be due to the fact that they belong to an age group which might be over 60.

It appears from data submitted that in all the 5 cases of mother-in-law, they belong to the age group of 55-60. In both the cases of non-cooperative father-in-law they belong to the age group of 60-70 and in the case of husband it is between 40 and 50.

To sum up, the data is not enough to provide any conclusive trend; however, it appears that there is a negative correlation. In the families where education is absent the encouraging atmosphere also seems to be lacking.

#### ATTITUDE AND OPINION OF THE FAMILY MEMBERS WITH REGARD TO THE EDUCATIONAL ACTIVITY OF THE RESPONDENT :

As mentioned in the beginning the main focus of this chapter is the appraisal of the family members' attitude to the education of women. In order to know these aspects nearly 16 questions were asked to get an idea about the various issues involved in the education of women. The enquiry was three pronged. On the one hand some of the questions were pertaining to the general attitude of the husband or any other relative, interviewed, towards women's education. It was thought that this will reveal basically their bias in favour or against education of women. In this we had also asked how did they view their sisters or any other female family members' education.

The second group of questions were directly focussed on the wife's education, such as, whether does he feel that the wife is making good use of educational opportunity that she is given ? we also wanted to know what action would we have taken if other family members were opposed to the educational pursuit of his wife.

Finally, we also tried to find out the image of an ideal wife and how does his wife fit in it ?

Lastly we were interested to know how does he feel, about the various implications as consequence of the wife's student role ? Educational responsibility of his wife might involve him in some <sup>of</sup> the household chores, or he might be required to take care of children or he might be denied the company of his wife on various social occasions. How does he view all these implications ?

Though many interviews were quite rewarding there were quite a few where the interviewee was reluctant to answer some questions. Many a time the husband evaded the questions or did not give any response to the question.

In the question with regard to the attitude of the husband towards their sister's education, it was found that 23 husbands were encouraging while 5 were not interested and rest did not reply.

The educational activity has much to do with the motivation and so we wanted to find out, which reason prompted the husband to get his wife educated ? In half the cases it was mentioned that there were no other reason excepting the fact that wife was very eager to learn. This corroborates the finding of the main enquiry where we had noticed that self motivation was a powerful factor in the reasons for taking education. 3 husbands felt that education will broaden the outlook and 4 felt that it will lend confidence to her. 25% of the husbands felt that education is a good investment, and viewed it as an economic benefit. One husband was permitting his wife in a way to conform to the general practice while one thought it would be an added element helping in the adjustment process. There were 2 cases where they were not sure of the motivation, their attitude was rather sceptical.

Thus it seems that many husbands view education because it is useful.

The next relevant information as far as our enquiry was concerned was, how do they feel about the impact of education in the personality of their partner. There were 5 husbands who did not answer this question. The replies of the rest of the husbands reveal that there were as many as 10 husbands who were either not happy with the result or did not see any change. Some of them felt that inspite of wife being educated she was not using it for guiding her children or in any other ways. In the case of one husband who himself was matriculate, he felt that at times his wife is trying to boss over him. (we do not know whether this is his feeling or a reality) In another case where also the husband is a matriculate he felt that though relatively wife is better educated than other members of the family (including himself) it has not affected her adversely. However he feels that her demands have increased and she is not able to devote full attention to good housekeeping. In the third case of the husband where also he is less educated than his wife, he felt that ordinarily after education women become arrogant. If we correlate husbands education level and their attitude to the wife's education it appears that though the husbands are permitting their wives to get educated, all are not happy with their behaviour. Either they feel that the wife becomes arrogant, or more demanding. They seem unconsciously to be resenting the wife being more educated. They at times try to say that this opinion does not apply in case of their wife, but ordinarily

women get haughty. Of course there were 2 husbands who were less educated than their wives and still felt that education has helped her to become independent and helped her to broaden her outlook.

In the case of the husbands who are themselves more educated and holding high status, they by and large do not grudge the wife's educational activity. Though one husband who himself has his postgraduate education felt that the impact of education will depend upon the wife's Social background, all the rest of the husbands feel that the education has broadened her outlook, given her confidence, and helped her in mixing with other people on equal terms. Thus these are the husbands who seem to view education of their wives as a prestige lending activity.

It was also felt that when husbands are permissive in their attitude towards wife's non-traditional activity like getting education, it would be worth knowing how they feel about the wife's attitude to studies. Whether she is availing herself of the opportunity provided ? It is very encouraging to note that 32 husbands felt that their wives were making good use of the facilities while only one was rather doubtful and 3 did not give reply to this question. Of course this question loses its significance because the large amount of motivation comes from the respondent herself and not from the partner.

The next field of enquiry was pertaining to the implications of the educational activity of the wife on husband. Whether as a consequence of her student role, the husband had to share house work or had to take care

of the children or had to help his wife in her studies ? These are the extra burden which a husband might have to shoulder if, he is himself interested in his wife's development or if he feels that wife is over strained and he must give his own contribution to lighten the burden ?

The interview report indicates that out of 36 husbands interviewed 14 were helping in household work like, shopping, doing odd jobs, preparing tea etc., equal number declared that it was not necessary, while 5 categorically denied giving any help. Similarly in the question with regard to children though in 3 cases it was not applicable and for 10 husbands it was not necessary. There were 7 husbands who were very emphatic in declaring that they did not share the task of looking after children, one said that he has no time, otherwise he had objection. There were 9 husbands who said they were looking after children, and were engaged in such activities as dressing them, helping in their home work, entertaining them etc. Thus it appears that in the broad background of limited participation, there are more husbands actively sharing housework, than in looking after the children.

The tradition of Gandhiji, viz. of helping the wife in her studies seems to have been continued by 15 husbands, and therefore they explain difficulties, help their wife in preparing charts etc. or solve their difficulties in subjects like English or Sanskrit. There are 5 husbands who would like to help but do not have time, and 10 husbands feel it is not necessary. We have come across 3 husbands who candidly said that they are not qualified to help their wives since they are less educated.

It therefore appears from the answers that by and large the married women student has to rely on her own resources with regard to the household tasks, ~~rearing~~ <sup>pursuing</sup> of children, or studies. The cooperation from the side of the husband is somewhat lacking primarily because of the traditional concept of division of labour. The wife who is also nurtured in the traditional norm system does not feel resentment because of husband's non-sharing. Some of the studies in western family life have shown that even to-day the division of labour in family is largely on sex lines, where husband would be doing the male tasks such as repairing, lawn-making, snow shovelling etc. and the wife would be devoting herself to traditional role such as cooking, dish-washing, house cleaning & shopping.<sup>1</sup>

However many a time in western family it appears that the division is more out of equity than out of traditional norm. In our present study it appears that the non-sharing of the so called feminine tasks is largely a result of customary norms.

There is another side of the joint-living of husband and wife which might be affected if wife is engaged in non-traditional activity. It is very likely that tired wife might not be able fully to participate in husband's social life. Many a husband is likely to resent this. It was revealed from the interview that 21 husbands were positively of an opinion that her educational activity did not come in way of her other responsibilities. There were 2 husbands who said that they made special effort to see that it did not hamper their other social life. One of them said that most of

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1 Biddle opt cit pp. 267-268

the decisions they take are after discussion and so they understood each other well. There was a case of one husband who confessed quite honestly that sometimes he felt that her studies interrupted in their social life. At times he got annoyed also. But there were no major argument just quibbling he said.

Out of 4 cases when there is a feeling that education comes in way of her other responsibilities, two husbands realize the difficulty on the part of the wife, while two definitely get annoyed. Thus it seems that the husbands are broad minded enough to recognise the dilemma in which the wife is placed. It may be noticed that the student role of the wife is trying situation for both the partners.

Related to the above mentioned enquiry is the estimate of husbands in respect of wife's dual role wife and of student - Does he realize that it is too heavy a burden on her ? or does he feel that it is not that heavy ? Out of 27 husbands who answered this query, 18 i.e nearly 67% felt that the two roles were really very difficult, and more particularly the physical strain involved in their dual responsibilities was very great. There was particularly a case of one husband who felt that though physical strain is involved but it cannot be helped. 33% of the husbands felt that the dual role was not difficult because of certain favourable circumstances, like help in the household, or not required to attend classes.

One very important aspect of the dual role situation is the attitude of the reference group, to the two roles. In the present study, we felt that inspite



of the fact that husband might be favourable to the wife's student-role, in Indian situation it is very important to secure the cooperation of other family members, if the stress of dual role has to be minimised. It was found that 25 parents of the husband were favourably inclined to the student role of wife, and 5 were neutral, there were 2 who were definitely against this non-traditional activity of the daughter-in-law. It appears that the educational activity of the respondent is possible, because of the overall cooperative attitude of the affinal relations.

Pursuing the query further we were keen to know the attitude of husband in imaginary situation. We wanted to know what the husband would have done if the relatives were non-cooperative ? Through the answer to this question we wanted to find out the interest of the husband in wife's education. It was found that even in such imaginative situation 12 husbands were of the opinion that they would respect on wishes of their parents, may even try to convince them, but if not convinced the wife might have to leave her study. There were 2 cases where it was reported that they would send their wife to her parents place and let her finish her study. In one case the husband said that he might send his wife to hostel and thus solve the problem. However 22 husbands were positive about their support to wife inspite of opposition.

Finally the interviewees were asked as to thier concept of ideal wife; and how does the wife fit into it ?

It is very revealing that most of the husbands shared the traditional view with regard to ideal image of wife and they felt that wife fitted into the ideal. Only 3 husbands' thought that it was too personal a question and 3 more felt that she did not fit into their ideal concept. Out of the three cases it was noticed that in two cases the ideal was not realised, because the wife was too much independent. One husband felt that his wife was neglecting her duties as a house wife, and as mother. In the second case also the husband felt that he would have been very happy with a home-loving wife instead of one who wants to do activities outside home; only in one case a husband was dissatisfied with his wife because, he wanted a smarter, more intelligent and efficient wife. Basically it seems that in the present sample the husbands expect traditional duties from their wives. Most of them are very happy with their consorts because they fit into their ideal which is traditional. They consider wife who does not neglect house work, who is adjusting to all the needs of the household, who is home-loving, in short who is not very much eager to develop her own personality or tries to do what she thinks fit. Herein we get the crux of the situation. The husbands are cooperative or permissive because the wife's student role, basically does not come in the way of her traditional wife role.

In spite of the fact that wife is performing dual role and at times triple role if she is also an employee, the husband feels that her major function is to adjust to the wishes of the family. She should not neglect house work and she should be tolerant to the

wishes of others. Ordinarily when woman is full-time house-wife, she may not find the traditional division of labour based on set lines unjust but when she is engaged in outside work, or as in the present sample, when she is engaged in studies, the physical and mental strains of the demands of traditional role expectation may weigh heavily upon her. The fact that she is also sharing the same ideology does not mean that her burden is lessened.

The results of interviews with the husbands, though yield a very limited data, indicate the following crucial points;

1. Majority of husbands appreciate the wife's educational pursuits.
2. Realizing that the wife is over burdened, they try to give their share in some of the traditional feminine tasks, whenever it is convenient.
3. As far as the image of the wife is concerned they visualise her as fully equipped in modern techniques and culture, but devoting her time to home, husband and children.
4. It therefore appears that though at action level the husbands seem to have changed, in the values they are still traditional.

It may be imperative to briefly review the attitude and opinion of the non-cooperative members of the family. As mentioned before the sample is too small that no significant generalization is possible. As mentioned earlier, in the traditional normative system the mother-in-law, or father-in-law, would expect the daughter-in-law to devote full time to the household tasks, Consequently therefore in all the cases of non-

cooperative mother-in-law, resentment was more because the household tasks were not shared. One mother-in-law remarked that as the daughter-in-law was out from 8-30 A.M. to 9 P.M. in the evening, how can she help ? Further the older couples do not give much emphasis to education and feel that higher education might be taken by married woman only if they wish to go for employment. As most of the respondents have come from upper and middle income group, the in-laws, think that higher education is a waste in a way.

The resentment of the husband in the present interviews seemed to be due to peculiar temperament of the wife attributed by husband. One husband felt that strains of studying which his wife was undergoing were unnecessary, since it was not economically necessary for her to study.

Another husband felt that higher education should not be pursued at the cost of health or by neglecting wifely and motherly duties. Too much commitment to the student role was thought as 'mania'.

#### CONCLUSION :

In this chapter we tried to capture the reality from the side of respondents' relatives, more particularly husband. Here we have come to a point that the students who are taking higher education are doing so in ~~some~~ <sup>trying</sup> ~~what~~ <sup>circumstances</sup>. The family in which they are living is a surrounding which expects traditional life-goal from the wife. The husband being liberal does not mind his wife taking to studies if she has time and energy. But personally he feels that a woman's place is in her home. The goals of education are perceived <sup>largely</sup> ~~in~~ in terms of

their economic usefulness, not in terms of broadening of the outlook or cultural prerequisites.

In such a situation, the actor is likely to feel the conflict in her mind. She might be drawn to study for varieties of reasons, but the goal expectations of the near relatives are very limited. If she wants to pursue her own goal, she can do so in three ways.

- (i) She may ignore the resentment and pursue her goal activity.
- (ii) She may make a compromise. In this study many respondents belong to the external students category where the expectations of student role are minimum.
- (iii) She may try to please both the masters, and thus get exhausted in this process. Many of the respondents are trying to follow this course. This is also revealed from the husband's own review when they say that the wife is not neglecting her household duties or social responsibilities.

We can therefore conclude that the respondent appear to be living in pressure. One reason the pressure may not be manifested in the examination results is the peculiar structure of our examinations, when last minute preparations, may also lead to reward.

In summing up it may be mentioned that though the number of respondent in this category was very small, it does reveal certain significant features of the family situation of the respondents. By and large the respondents are living in the traditional normative structure where education is given secondary importance.



CHAPTER IXHOW ADMINISTRATORS VIEW MARRIED WOMEN AS STUDENTS

In this chapter we will survey the attitude of the administrators towards married women students and their view point about their taking higher education.

We selected 14 administrators of institutions from which at least 3 respondents were taken in our sample. Out of these 14 administrators 7 were directing institutions attached to the Bombay University and other 7 headed the educational institutions of the S.N.D.T. Women's University. The number of students in all these institutions varied, e.g. in S.N.D.T. College for Women, Bombay, the strength of students was 2050, while in S.N.D.T. College for Education at Poona, the strength was as low as 118. Secondly there were two distant categories of institutions headed by these administrators e.g. while the administrators running the educational institutions in Bombay University were co-educational institutions, the educational institutions in the S.N.D.T. University were exclusively for women. Further the medium of instruction in these two categories of institutions also differed; while in the former medium of instruction is English, in the S.N.D.T. Women's University it is the mother-tongue. Another distinguishing feature of the different institutions was that there were 9 Colleges which were catering to the needs of Liberal Arts and Science students, and 5 were training institutions; in education.

Having noted some of the general features of the institutions which are headed by our interviewees, we would briefly describe the social background of the administrators. This will give us an over all idea of the background of the

heads of institutions. It may be mentioned that, we had adopted the method of interview for collecting information from the administrators. The following information is the result of guidelines given to the interviewer.

#### SOCIAL BACKGROUND OF THE ADMINISTRATORS :

Out of 14 administrators there were 10 men and 4 women administrative head. The average age of these 14 administrators worked out to be 59.8, the lowest being 40 and the highest 71. It seems therefore that the administrators come from age group which exhibit long experience and maturity. However, it can be stated that, though the administrators may be experienced being aged about 59, are likely to lack the youthful, creative interaction with the students. In a rapidly changing social situation the administrators educational qualifications range from doctorate degree to Masters Degree in Arts or Science or Education. One of them has foreign qualifications. Altogether there are 6 with doctorate degree, 5 with Master's Degree in Arts, one in Science and one in Education. We can infer from this that they are well qualified academically for the responsibility of the administration which they have to carry.

When enquired about the economic circumstances in which they had grown up, two administrators felt that they came from upper middle class. One replied that he belonged to middle class family, 6 said that their economic condition was on the whole average and the rest 4 replied that they were hard or stringent, one did not reply. On the whole they come from middle strata of the then existing order of society.



10 out of 14 administrators are Hindus, one Jain, 2 Christians, one Zorastrian. There is no administrator who is a follower of Islam.

Among the administrators there were 7 whose mother-tongue was Marathi, 6 whose mother-tongue was Gujarati and one had English as the mother-tongue.

Considering the questions regarding their marital status, age of the spouse and his or her education, etc. together, we find the following position:

8 Administrators had their spouses living, 5 were unmarried and one was a widower. The widower did not give information about the spouse. In the case of 8 married administrators whose spouses are living 7 were male and one was a female. The average age of the wives of the administrators comes to about 50. Thus in a way they belong to the past generation, when marriage took place at an early age, and woman's higher education was not prevalent. However, out of these 7 one is M.A., another a graduate who completed her education after marriage with the co-operation of her husband, one is undergraduate and rest whose education has gone upto S.S.C.

Out of these 8 administrators one lady administrator helped her husband after marriage by contributing to his success, "by sharing his family and economic responsibilities". That is a real help-mate indeed !

Turning to their experience as administrators, the average number of years works out to be 12.35 years, the highest being 25 and the lowest one year only. Leaving aside this last case of a junior administrator all the rest have been carrying on this work for fairly long time. Six of them were working in similar positions in other institutions previous to the present one.

ADMINISTRATORS' OPINION AND ATTITUDE WITH REGARD TO MARRIED WOMEN STUDENTS :

There are some special features which require to be mentioned before we examine the views of the administrative heads with regard to married woman as student. The relevance of the relationship between the married students vis-a-vis the administrator could be understood only when we keep these factors in view.

One of the most important features about these administrators is that many of them are heading institutions which are quite large. In a college where there are more than a thousand students, it is very difficult to have informal relations with the students, inspite of the powerful desire of the administrators to do so. Secondly, in his/her multifarious duties in the institution, the administrator has hardly any opportunity to meet the students individually except at the time of admission and realize their handicaps.

Thirdly in institutions where there are large number of girl students it is difficult for the administrator to distinguish between married and unmarried students. This fact is further accentuated where there is a very small number of married women students.

Fourthly, a large number of problems with which administrators are confronted with are common to both married and unmarried girl students. Therefore it is very likely that these administrators might not have viewed these problems as exclusively of married students.

Fifthly the points of contact are different in the Arts Colleges and professional colleges such as of Education. By and large, the latter have frequent contacts

with their students for two reasons. The students are prepared for a profession and at various levels the students and the teacher come in contact. Further most of these institutions admit students after an interview with them. This results in closer contact in the professional colleges rather than Liberal Arts Institutions.

Finally as the enquiry was restricted to women small number of administrators, and further as since they are an enquiry was of an exploratory nature correlating between the administrator's marital status, experience their affiliation to Bombay or S.N.D.T. University and other variables and their opinions could not be spelt out. Such correlations can be brought out only if a fresh enquiry focussing on this aspect is undertaken.

With these limitations of the administrators' position and our scope of enquiry we present here a description of the opinions of the administrators with regard to married women students and their educational problems.

We were curious to know how these administrators were aware of the presence of the married women students in their institution. We tried to discover the ways in which they secured this information.

Though we came across one case of an administrator heading an institution where there are more than 1000 students who remarked that he knew all his students, yet most of the administrators had no other way of knowing whether there is a married student in his institution or not, excepting by securing through admission form. It is precisely for this reason that we come across two

administrators who did not give answer to this query and one said there were no avenues for knowing the marital status of students. One of the administrators therefore remarked "the only way in which he could tell whether there were married students in his college or not would be by going through the application forms or through a chance mentioned by a professor". However, there were 5 of the administrators who had said that at the time of interview the administrators came to know about the marital status of the students.

Since very few administrators were aware of the presence of married women students in their institutions, it was very difficult to get detailed ideas about the performance of the married women students in their class attendance and their participation in various co-curricular activities.

As far as the class attendance is concerned 4 administrators felt that it is the same for both married and unmarried. Two said it was irregular while the rest had no knowledge about this distinction.

With regard to the performance of the married women students, the administrators were unable to give opinion on the basis of any concrete information, however, the general opinion of the administrators was that they were better students as they were more mature, and more responsible, being married. They felt that these students exhibit a zest for learning which is absent in unmarried students. However one administrator felt that many of the married students are not able to fare well because of the big gap in their educational career.

As expected, all the administrators were of the opinion that married women students have so many other responsibilities and therefore are unable to take part in extra-curricular activities.

One very important aspect of the relationship between administrator and the student, is with regard to the concessions demanded by the students. Married women have more occasions to ask for concessions, since they are burdened with special responsibilities. She not only has to ask for concessions when there is illness in the family, or when she is required to attend to her social obligation, but she is constrained to ask for such concessions when she is pregnant. These are the occasion when the administrator is put in a delicate position. There are certain limits beyond which the administrator cannot go. As one administrator remarked, "peripheral concessions one could give", "a few fringe benefits must be given to them", but if the concessions are asked very frequently or they are asked for more than a month's absence in the class, etc. it would not be possible to do so. The administrators are by and large aware of the two conflicting roles which the married women students are performing. They realize that as students they must attend classes regularly, finish their practicals in time, submit their tutorials, and take part in extra-curricular activities. While as a married women, she is burdened with other responsibilities and so unable to perform her student role properly. The administrators feel that many a time the married women students are so placed that it is impossible for them to function as a student and it is at this point that the concessions are not given.

If for any reason concessions cannot be given, the next problem is how the married students solve their difficulty ? On enquiring from the administrators about this, six did not give any reply, three said it was not applicable to them, and three added that they took a drop that year and appeared later on. One answered that the students gave up their studies, and one felt that they change from regular to external **if such a facility available**. These replies indicate how even the administrators do realize that married women students have certain strains. However, 7 administrators felt that married women students should not take undue advantage of the concessions.

We wanted to find out whether in a college where various categories of women students study are there certain effects on some sections who were denied concessions. In this connection we wanted to know from the administrators whether the concessions given to married students had some reactions on the unmarried women students. The administrators response revealed that there was no such reaction, because, many a time certain types of concessions were given to unmarried students <sup>too</sup> if they had special problems.

Apart from the administrators the student comes comparatively in closer contact with the teacher who teaches them. It is for this reason that we asked the administrator as to the attitude of teachers towards married women students, and to their demands for concession. Six administrators said that their teachers were liberal while 4 said that did not give any special liberal treatment to such students. Two others said that teachers are not expected to by so, while two did not respond.

In this connection some of the remarks of the administrators are worth nothing. One of them remarked, "all have problems after all". While another said marriage should be no excuse for getting concession in pursuing their studies. A third administrator suggested that taking into account special difficulties of married women students "short-term courses should be made available so that timings etc. could be suitable for married women students".

It is interesting to note that when administrators were asked whether it was desirable to make allowance or not, six were in favour while equal number was against, and two kept silent.

With a view to gauge administrators general orientation to married women's two roles even in other capacity viz. of an earner, we asked. Whether the administrator would make a distinction between married and unmarried women if she was to be employed in his or her institution, when both had equal qualifications. To this question 5 replied that they would make no distinction. 4 said they would prefer married one, two of whom commented that married women may be more stable. It is instructive to note that out of 14, as many as 5 answered in the negative, by saying that they would not choose a married lady. One of them went to the extent of saying that such woman cannot be relied upon for regularity.

Concluding our survey of the attitudes of the administrators we can make the following general observations;

1. For the administrators, the problems of married women students are hardly within their horizon of observation because the students, are negligible in strength, and the administrators have to manage very large organisations.

2. In spite of the fact that these administrators do not confront the cases of married women students demanding special concessions, they have certain opinion about what attitude should be shown to married women students, in general. Here about 60% of the administrators do recognize that sympathy should be shown to the married women students and some concessions in form of leave, or late submission of tutorials be granted, whenever possible. However, the fact that nearly 40% of the administrators are hostile to giving concessions to these students means that married women students may have to face additional stresses and strains in these institutions.

Finally the fact that nearly 5 out of 14 are not ready to even employ married women even if they are qualified, reveals that either the administrator is prejudiced against them or that he does not want to have additional strain on the administrator's role in efficiently pursuing his work.

Though our sample of administrators is very small and our enquiry through interview has also very limited scope, it indicates some significant views of administrators which have bearing on the married women students performing their two roles. We realize that these findings cannot be discribed as scientific generalization, however, they reveal that a more elaborate study of the administrators attitude is very necessary if we want to understand the atmosphere within which married women students have to pursue their education.



CONCLUSION :

In the light of limited data gathered from the interviews of the husbands as well as administrators we can hazard a remark that student in this situation is likely to experience role conflict and resultant tension. As mentioned in earlier chapter, though on the whole husbands approve of their consorts' educational activity, it may be remembered that the husband (as revealed from interviews), does not want his wife to sacrifice her traditional role as a wife and mother. While broadly inclined in favour of her educational activities, the husband want his wife to be a home-loving, child-caring and adjusting person. It appears he would not like her to take to education if it comes in way of her role obligations as wife-mother. In this way, to borrow the concept of Talcott Parsons, it is the situation where one alter," interprets the norm in the direction of a "perfectionistic" compulsive conformity pattern". The data with regard to administrators interview suggest that some of them though sympathetic, feel that the minimum norms of educational institutions ought to be maintained.

The educational system has its own fixed schedules with regard to class attendance, home-assignments and examinations including the increasing extra curricular activities. If the alter expects conformity to this pattern it means that it is also expecting 'rebelliousness' from the actor as far as wife-role is concerned. This according to us is a situation which has potentiality to role conflict as limitedly borne out from the survey. The data is very limited and the interviews with husbands and administrators constituted a sub-section of the enquiry, but we feel

that more probing into these facets might open up new dimensions of the situation.

## SUMMARY AND CONCLUSIONS

### SECTION-I

#### Summary

##### Introduction

The advent of Independence in 1947, ushered in a new era with respect to woman's education. In spite of the fact that the total percentage of woman in higher education is barely 22.2, and further <sup>that</sup> there is wide gap between men's education and women's education, it has to be recognised that considerable advance has been made in the growth of woman's education at different levels. The higher education of woman is viewed from three angles, viz. the liberal, the job-oriented and prestige-lending features.

There are various issues related to the woman's pursuit of higher education. In this study we have focussed our attention on problems of special category of students viz. married women students. 1961 Census has shown that though the average age of marriage in case of girls, at all India level is 15.83, it is higher for urban areas. The urban centres are the areas where higher education has been more prevalent too. Thus it so happens that 16-20 is the ordinary age group for either entering the portals of education or for continuing in it, and this is the age group when the girl, ordinarily gets married also. For a section of people in the Indian urban society, both these ages are synchronised, and therefore for some of these girls, marriage leads to stoppage of education. However, it has been observed that this may not mean permanent academic mortality. There are certain special features in the life of married women which may induce married women to re-enter the educational institution after a lapse of period. Because of her special life pattern,

she is constrained to phase her educational activity, by taking a break after her marriage and when children are young. Having adjusted to new demands of marital and maternal responsibilities, married woman either because there is the fact of time hanging on her or because there are certain economic requirements of family thinks of continuing her education.

Since these are the students who are occupying two or more social positions student-wife-mother - at times employee - simultaneously, they have to play multiple roles. There is inherent role conflict involved in the performance of dual role and the resultant role-strain. However, the degree of role-strain may depend on various factors, such as, personality structure of the actor, commitment to the role, favourable or unfavourable atmosphere in which the different role-demands are met and many others. The study thus concentrates its attention on multiple role situation, role conflict, role strains and strain resolution by this special category of students.

It has been noticed that very little attention has been given to married woman students and their problems. Thus this study is of a relatively uncharted area and is of exploratory nature.

#### Universe of study

The sample for the study was selected from the married women students of both S.N.D.T. Women's University and Bombay University. The S.N.D.T. Women's University has its Colleges in certain parts of Gujarat and Maharashtra. The S.N.D.T. Women's University has a further provision of permitting students to appear in examination without attending regular classes. Thus there were three categories of women students viz. Regular students of

the S.N.D.T. Women's University, the External or Private students of the S.N.D.T. Women's University and the students of the Bombay University. A 30% random sample was selected from amongst these categories, and the study is based on the responses of 369 respondents, who are subdivided into 475 Regular (S.N.D.T.), 229 External (S.N.D.T.) and 65 Bombay University.

A married woman, for this study means a woman ever married, thus including widows and separated women too. The married students from the sample have been chosen from those who were married before 1966.

The tabulation design uses primarily the frequency distribution for different respondent groups. In the answers indicating priority, the study focusses its analysis only on the first preference. A few cross tables were used to understand the socio-economic background and educational activity of married women students. The analysis is largely based on comparative situations of regular students of both University and External students.

A sub-study of the attitudes and opinions of the relatives, particularly husband and the administrative heads, is also made on the basis of interview schedules. The sub-study was particularly made in order to have an indication of the attitude of these categories to the educational activity of the married woman. The data is based on interviews of 47 family members of the respondents and 14 administrative heads.

#### The social background of the married women students

The married women students in this study are from the Pre-University to M.Ed. or M.A. level. The faculties represented are Arts, Education, Library Science and

Home Science. However, in the Regular categories, both at the Bombay University and the S.N.D.T. Women's University 40% of the respondents belong to the teacher's training colleges. The external students are distributed in all the classes excepting when such facility is not available. The bias in favour of teaching profession by the married women students is quite evident.

The average age of the respondents is 29.44, which is very high compared to the normal age of a college student. This raises an important issue. The discrepancy in the age is more evident in the case of external students rather than the regular. This suggests that there are some married women who are in their thirties and they feel shy to sit with a teenager.

Another interesting aspect of the age of the respondent is the age of marriage. The study showed that the average age of marriage for different categories moved from 20 to 21 years of age.

The respondents predominantly come from Hindu community and from Marathi and Gujarati language groups. However, in the case of the Bombay University students there is much more diversification in both the variables. Another significant aspect of the linguistic distribution is that there are more external students among Marathi speaking students. Among the Gujarati speaking students there are more regular students at the S.N.D.T. Women's University. The study has shown that the type of family and the income level are important factors affecting these two language groups.

The students in this study predominantly belong to upper caste. There is a slightly higher representation of intermediary caste groups for the regular students of the

S.N.D.T. Women's University, but there is complete absence of scheduled caste students.

The students indicated that though in the case of men, the age of marriage is high, yet this is the period when they are entering a profession or a job and therefore they are not keen that the wife should have an additional burden of student's role.

The students have been married according to religious rites and most of the marriages are caste-marriages. We do not benefit by any inter-respondent comparison.

One of the important variable in social background is the type of family of the respondents. Even if we take into consideration the two polar types viz. nuclear and traditional joint family, we find that 51.22% <sup>respondents</sup> belong to the former and 24.66% belong to the latter type of family. It is a very interesting finding of this study that external students are found to be belonging to nuclear type more than to the joint family. This is a peculiar position. More respondents come from the nuclear type but nuclearity involves lot of responsibility on one's own, thus leading them to become private students.

As indicated before and as will be shown in the pages to follow, the husband of the respondent has to play a very crucial part, in this study. We have therefore concentrated on Husband's economic and educational background. 22.32% of the husbands are having lower educational qualifications than the wife. This is a very significant number. However, majority of husbands possess a graduate degree. The respondent's economic background indicates the middle and upper income level though Bombay University students are slightly from the upper income group. One interesting fact brought out by this study is that the economic conditions

of the parents' of the respondents is more moving towards lower and middle income levels. The husbands primarily come from white collared occupations or professional groups.

One important aspect of the married women students in this study is that nearly 77% of them are mothers also. The motherhood adds an important dimension to the array of roles of this category of students. Out of 282 respondents having children, 212 have children who are numbering three and less. As expected there are more external students as mothers than the regular ones. As mothers they are involved in various activities connected with rearing and looking after their children. In Indian situation many a time this function is shared by family members or servants. The study indicated that for 27% of the respondents there was hardly any assistance. One significant finding of this study is that educated women who are involved in more than one roles are considerably dependent on their own parents for lessening the role-strain.

The respondents in this study are heavily pressed for time, and therefore they get very little leisure time. Whatever span of leisure they get, they spend in general reading, more particularly browsing through a magazine.

#### Married woman as a student

The students in this study largely belong to Arts Faculty. However, among the regular students the percentage of students from professional courses is quite striking.

Another noteworthy finding of the study is that nearly 61% of the respondents started higher education only after marriage. Either for economic reasons or for cultural requirements these women thought it wise to enter the portals of academic institution after marriage. Out of those who had



started higher education before marriage, 67.12% of them were not able to continue their education immediately after marriage. Some of them had to wait for more than 10 years after marriage, before they could continue the education. Circumstances like, young children, household responsibilities, transfer of husband, compelled them to wait for some period before they were able to resume their studies.

The impact of marriage as a restrictive factor in the full performance of student role, is indicated by the fact that more than 68% of the students became external students after marriage. Either because of the responsibilities in a nuclear family or because of the necessity of working full-time, these respondents are constrained to remain as external and thus play their students role partially.

Coming to the equipment for and performance in examination the study reveals certain significant features of the student role of married women. When 3% of the students do not spend any time to study and nearly 38% are very irregular as far as time for study is concerned, it means that the equipment of this category is very inadequate. It may be that in context of their other roles, this much time might be quite enough but it is insufficient for proper performance of student role. Naturally, therefore 75% of the respondents are not very happy with the time spent for study. Another important aspect of the academic equipment of the educand is the possession of relevant text-books. In this field also, the study has shown that nearly 40% students do not possess necessary books. Some of these students rely on class notes, while many more utilize the library for meeting this need.

The intellectual achievement is very much dependent on the reading habit. The respondents in this study, adjust their reading time to the exigencies of home duties. When the day's tasks are over, and everybody's needs have been met, the married woman student finds some time for study and attempts to prepare for her examination. As expected, married women students find home as the best place for study. This is in spite of the fact that the married woman student relies considerably on library books. The findings in this study corroborate some other findings which indicate that marital role does not directly affect their examination results. Evidence like 56.37% of the respondents not experiencing any failure so far, and 29.27% securing more than 50% of marks, are sufficient to indicate that the respondents in this study are not poor performers of the student role in examination.

It is generally observed that married students are outside of the stream of general college culture as can be seen from the very low participation in campus activities like debates, athletics, social events. In this study, a major section is weeded out from the beginning because these students are external students. Among those who are regular students only 16 in the S.N.D.T. Women's University and 23 in Bombay University are actively participating in extra-curricular activities. The restricted life pattern of the performers of multiple role is also evidenced from the fact that very few of them are able to spend time in women's organizations or in clubs or in political parties.

Tuition fees, books, project materials, and such other items involve expenditure. The study has shown that a large number of them are paying full fees, remaining others are either getting aid from Government or College fund.

The data is clearly indicative of the direct involvement of the husband in the wife's educational activity. However, more interesting aspect of the data is that in 4.61% of the respondents parents pay the fees and 16.53% of the respondents themselves bear the burden of education. Much more revealing data is that the regular students of S.N.D.T. Women's University <sup>rely</sup> more on the parents' assistance while externals and the Bombay University respondents rely more on their own resources.

The moot question is whether the student finds the education too expensive or not? The study shows that regular students of both the University, find education expensive. This fact acquires meaning because the students in this study come largely from middle and upper income group. It may imply that either the education is really very costly or it appears costly because education is considered of secondary importance as far as the married women are concerned.

#### Attitude to Education

The motivation for education is one of the very important aspects of the present study. It has been found that there is nearly equal distribution between the knowledge getting motive and that of economic need. In between fall the respondents who took to education after marriage, as a prestige symbol to spend time usefully, or to please the husband. The study has shown that for respondents coming from lower income group, education has its economic value while with the rise in income level the cultural motive finds more approval. The educational and professional background of the husband points out that where husband's education is beyond graduation and where he is occupying professional or managerial positions, cultural reason tips the balance. Where the husbands are educated upto graduate level and are in the services economic motivation is more apparent.

Coming to the source of motivation, most of the respondents are self-motivated. The next important agent is the husband. Many a time parents fail to send their daughters to College for any number of reasons. Only after marriage she gets an opportunity to take higher education if the circumstances are favourable. Thus husband's role becomes very crucial in such circumstances.

The next important aspect of the educational process is the appraisal of the educational set up, by the respondent. Here the data has on the whole indicated the respondent's positive approach to the set-up. Nearly 90% of the respondents are very happy with their educational activity. The negative responses suggested that there was nothing basically wrong about the educational structure but they were feeling the strains of the two roles, consequently, they were not very happy with their educational pursuit.

Apart from the finding that respondents of both the universities are largely satisfied with their choice of university, some interesting data with regard to S.N.D.T. Women's University students is worth mentioning. Many of the external students of this university are preferring this university because it provides facility to appear as private students, while many of the regular students preferred this university because it is a women's university.

Since married women students are a special category of students they may have their own feelings with regard to special facilities necessary for carrying on the student's role efficiently. One very important data in this respect which indicates low level of expectation among this category of students is that nearly 15% of the respondents appear to be satisfied with extant conditions. Among the rest of the students

it is found that they attach very great importance to the facility in the form of notes from the professors and guidance lectures. There are some 72.15% mothers who think that facility such as nursery would go a long way, in their educational pursuits. The nature of the concession<sup>r</sup> demanded indicate that though these might relieve to an extent the married woman student, however, <sup>are</sup> they ~~likely~~ likely to come in the way of equipment for student's role.

#### Married woman student's attitude to family situation

The feeling of the strains of dual role depends largely on the family situation. Further the respondent's own appraisal of the situation, perception of the role-conflict and the action taken to meet the strain generating situation are vital facets of married woman pursuing academic activity.

Large number of students come from nuclear family where husband is the head of the household. The study has shown that the type of family is not determining the feeling of strains in two roles. In both the types respondent is experiencing the strain of the situation. At the opinion level there are more respondents opting for joint family, however, the reasons indicate that they are more appreciative of the functional aspect of the joint family rather than its sentimental value.

By now it has been realized that married woman is able to pursue her education because of the willingness of the husband. The study clearly points out that a woman can carry on her education if the in-laws are unwilling, but she cannot very easily do so, if the husband is against. Of course, it may be mentioned that the respondents in this study are carrying on their educational activity in general atmosphere of acquiescence.

One important finding of the study has been the husband's participation in activities which are considered more feminine. With the wife's role being changed the husband's role changes though slowly. The study indicated that as far as the nature of co-operation was concerned, some of husbands shared the tasks of looking after children, participated in domestic activities and many a times helped their consorts in their studies. However, it has to be noted that this category of husbands, is very small. The large number of husbands have expressed their co-operation by permitting the wife to study. The expectations of the respondent of this study have not been raised very high and consequently she is satisfied with the approval granted to study. This can be seen from some of the remarks of the respondents. This is what she says, with regard to co-operation of her husband, "If I am reading my husband takes whatever he needs", "If I am reading he does not switch on radio", "He does not invite guests without consulting me".

One of the indications of importance given to commitment to student's role could be attitude to the timing of marriage. We found that though nearly 62% of the respondents felt that they would prefer to be married at the same time when they were married, yet 72% of the respondents considered that woman should first finish her education and then marry. Inter-respondents comparisons suggest that nearly 40% of the Bombay University felt that they should have married late and 84.62% of them considered that a woman should finish first her education and then marry.

The study has shown that though the expectations of respondents ~~these~~ are not raised very high, still the objective feeling of the strains of the two roles is quite discernable.

One of the important indication of the role strain is the relative commitment towards different roles. It was found that nearly 75% and 78% respondents were worried if they were unable to do necessary things for their husband and children respectively, while 64% of the respondents were worried if they did not get enough time to study. Here is a person who is tossed between two roles, wishing to do justice to both the roles and ultimately feeling the strains of ambivalent personality.

The study has further pointed out that generation gap is visible in the growing difference in the image of an educated woman held by family members as well as by the respondent herself.

The replies to the direct question of dual role situation have shown that 37.40% of the respondents were adjusted to the two roles while 59% of the respondents exhibited a range of feeling from acute role strain to acceptance of the challenge. In the inter-respondent comparisons, it was found that external students expressed less strains in the dual role. This according to us is somewhat due to the fact that these students are playing the student-role partially. Perhaps they <sup>have</sup> been able to bargain with regard to <sup>their</sup> role obligations. Further since they are not constrained to attend classes regularly, they are able to manipulate allocation of the role demands and consequently feeling less strain out of the situation.

A very significant aspect of the dual role situation is that of the nature of action taken by the respondent in the conflict situation. In the limited number of cases when the respondent is faced with non-cooperation of the members of the family, it was found that 30% of the respondents accept

the situation and either conform to the demands or they persist on their educational activity with the guilt feeling. The women of this study have shown a quaint sort of realism, resigned acceptance, and somewhat indifference to the situation.

#### Married working women students

Some of the respondents of this study are performing a third role viz. that of an employee. 36% of the respondents were actually working at the time when the study was made. The respondents in this group largely come from minority religious groups, South Indian language groups and belonging to nuclear family. The respondents with children, had to rely considerably on the assistance of the kin relations or of the servants. A special mention may be made of a large number of external students as employees. The data in this aspect of married woman clearly points out that two major factors which compel married women to become external students are the domestic responsibilities and necessity of going out for earning.

As expected 81.3% of the employees are in the teaching and profession, 18.8% were working in the offices. This corroborates the general observation that teaching is a suitable profession for married women.

Contrary to our expectations, nearly 9% were working full-time. However, number of part-timers was larger in the case of regular students rather than among the externals. It is indeed, very true, that when married women spend such a strenuous day in doing their job, and house-work, they may not have any energy left for their studies, however, committed they are.



It is a noteworthy finding of this study, that many of the respondents have been in the employment for more than 4 years. Further 45% of the respondents have started earning as soon as they had passed S.S.C.

The most <sup>important</sup> question is that being already married, and also in job why do they study? We found that many of the respondents are studying because they expect to get some promotion in the job or because the job itself requires further training. (e.g. teacher's job.)

The rewards for these respondents who are performing multiple roles are not very striking. Further, majority of them get quite exhausted in meeting the varied demands of these roles. These are likely to be the students who are just interested in getting through the examination by reading guides or notes of the professors. The most relevant point about the study of this category of students is that education is directly linked with their job needs.

#### Attitude of family members and administrators with regard to education of the married women students

In this study we made an attempt to find out the attitude of those persons who were directly involved in the implications of married woman's educational activity. They were the relations of the respondent as well the administrative heads. The data from this sub-study is very limited and hence is not very conclusive to get a rounded picture of the entire situation. However, it does help in getting an idea of the total situation in which the respondent is studying.

The sub-study focussed its attention more on the husband's attitude to his wife's education because he is more involved in this extra-family activity of his wife.

The striking feature about the husband's appraisal of wife's educational activity is that by and large they show willingness because the wife is very eager to study. The husbands who were less educated were rather skeptical about the impact of education on the wife's behaviour.

On the whole the husbands are willing to share the household tasks provided they have time. Many of the husbands further realized that the dual roles are really straining to the wife; however some of the husbands felt that since there are favourable circumstances in the family the strain is reduced.

Most of the husbands share the traditional image with regard to the ideal wife. They want the wife to be cultured, educated, a little smart and devoting her time to husband and children. It is a very relevant finding even from this small sample that most of the husbands are happy with their wife's educational activity because this does not mean neglecting of wifely duties. Education is a leisure time activity, basically not coming in their way, and therefore the husbands show "no objection" attitude to it.

The study of the administrators with regard to the married woman's student role is not very rewarding because of the uneven features of both the administrators and institutions of which they are heads. The number of students varies from 118 to 2056. There was also difference in the contact of the head and the student in various institutions, ranging from a close relationship to a casual 'hello' attitude.

Out of those administrators who were aware of the behaviour of the married women students, 33% felt that married women were very irregular. However, many of them felt that marital status did not come in the way of their academic

**performance.** A few of them were feeling that big gap in their educational career was working as an handicap in their educational achievement.

Many of the administrators showed sympathy towards the concessions demanded by the married women, with regard to attendance, or home-work. Of course many of them felt that there was a limit beyond which they cannot show mercy. The general observation of the administrators was that they were not fully aware of the married women students in their institutions unless told so.

Thus the sub-studies though themselves not very conclusive are helpful to realize the areas where further probing can be useful.

## SECTION - II

### Conclusions and recommendations

We have briefly summarized the salient points emerging from the enquiry. These points indicate some of the basic issues involved when married woman takes to education. Some of the following aspects require consideration.

1. In future there is every likelihood of married woman taking more to education. This can be inferred from number of points. The age of marriage, the growing nuclearity of family, probable likelihood of small size of family among middle and upper income group and motivations <sup>are</sup> some of the factors which are likely to grow, thus leading to the probable need of education by the married women.
2. The findings of the study positively suggest that the performance of two roles lead to an objective role conflict situation. This is evidenced by a number of facts. The existence of a large number of external

Students, the struggle of the married woman in apportioning time in performing the two roles, the need for concession in attendance and home assignment or need for facility such as nursery and the dissatisfactions felt by the married woman student with regard to her non-performance of both the roles properly are some of the significant indications of the inherent contradictions of the two roles.

3. This objective contradiction is also revealed in the fact that the students' role for a married woman is basically conditioned by the encouragement, approval and assistance given by the husband or the members of the in-law family. The very fact that the married woman feels a positive sense of grace and sacrifice made by the husband in permitting her to perform the student's role, is itself clear enough to show that they are doing something special when they are taking to education. Higher education is not a natural normal activity of married women.
4. The study has also clearly indicated that the very fact of marriage creates temporary discontinuation of education. Our findings have also suggested that married woman normally spends 3 or 4 years before she continues the threads of education. Further re-entry into field of education is only feasible if the students are also able to work out certain domestic adjustments.
5. Other significant finding of the study is that the nuclear family appears to be more conducive for a married woman wishing to pursue academic interests. However, it appears that even a nuclear family provides hospitable setting only if there is a co-operative attitude of the husband.

6. The respondents awareness of the contradiction in the two roles is not very acute. The absence of such awareness is evidenced in the fact that married woman students regard the opportunity of getting education itself as something which is a special privilege available to them. Similarly the opportunities given to them by the educational institutions also appear to them as more than sufficient. Hence the respondents are not making very great demands on these two systems, but are accepting whatever they get. These are the women who do not aspire very high. They will be just satisfied with whatever they are given.
7. This state of reconciliation to the present situation may not be a permanent feature. If the married woman student either develops a new conception of her right to education or if she becomes more conscious of her larger responsibilities the present resignation to the situations both at home and in the college may not continue. In order to prevent such tension as well as enable more married women to take to education, some very basic modifications may be necessary in both the situation. The educational institutions might have to become more sensitive to the requirements of married women students. There will be a need for more flexibility and experimentation, to cater to this category of students. It shall have to devise various techniques which will compensate the student for being deprived of the college experiences. Introduction of suitable timings for lectures, special courses to suit the special needs of the married women, modifications in examination system, providing of mobile libraries, schemes of extension lectures, creation and supply of

necessary literature, facility such as that of nursery, are all various innovations which can go a long way in assisting married woman to perform her student role efficiently.

Similarly certain major modifications both in the norms and expectations of married woman in the family setting, will be necessary if she is to pursue higher education. The atmosphere of permissiveness will have to be replaced by a warm appreciative climate at home. Perhaps the members of the family will have to more actively share in the domestic work. As observed in this small study, the advantage of higher education is largely available to the middle and upper income groups, primarily coming from the upper castes. As seen in the study, even this group finds difficulties of adjustments. Basically the norms and expectations work as objective obstacles to fully pursue their academic goals. We feel that the problem is likely to be more acute and may demand very basic changes in the family setting, if the education is extended to other layers of society. This point is highlighted because with the rising level of expectations among larger and larger sections of women and further due to the growing compulsions for augmenting income among lower strata, there would be greater demand for the spread of education among women.

8. Finally the study has also indicated certain **basic** changes occurring in the Indian social structure. The husband - wife relationship, the growing reliance on the assistance of parent's family by the daughter, the emerging image of a woman who wants to develop her personality as well as to perform her duties to the

family, and the growing indifference to the criticism of peripheral setting are some of the basic changes affecting married women.

#### Future areas of Research

As indicated earlier, our study is more of an exploratory and pioneering type. On the basis of our study, we feel that certain areas deserve to be explored further.

1. It is generally presumed that under the prevailing norms of society, woman as a category suffers from certain initial handicaps. With a view to find out whether there are certain common problems both for married and unmarried women students, there is an urgent need to study the comparative needs of both these categories in terms of their student role.
2. A systematic study of married women students over a time span, also appears to be a very relevant area of study. Such a study may disclose number of interesting features like drop-outs, wastage and numerous other problems connected with married woman pursuing academic career.
3. More elaborate study of the impact of various types of families on education of women, is another fruitful area. In India we have a large variety of family types. Further caste and religious background also play a very significant role in shaping the norms and practices of individuals. Though our study was a limited one, mainly focussing on roles, even then it indicated some impact of social background on the married women students. A focussed and such exploration of relationship between caste / other social factors may prove more fruitful for understanding the married women students in their two roles.





Table-1

Table showing the total number of students, total number of married women students and number of married women students selected in the sample.

Name of the College	Total no. of students (Girls)	Total No. of married girl students	Percentage	Number on our sample
1	2	3	4	5
SNDT College for Women, Poona	327	8	2.45	3
SNDT College of Education Poona	118	26	22.03	6
Z.F. Wadia College, Surat	Not mentioned	3		1
N.C.Gandhi Mahila College, Bhavnagar	391	9	2.30	3
M.M.Shah Mahila College, Wadhwan city	84	1	1.19	1
SLU College for Women, Ahmedabad	666	41	6.16	11
Mahila Mahavidyalaya, Baroda	650	15	2.31	16
BMR Mahila Mahavidyalaya, Fanaswadi	150	3	2.00	1
PN Doshi Women's College, Ghatkopar	409	12	2.93	2
MGSM Women's College, Matunga	530	5	0.94	2
PVDT College of Education, Bombay	184	82	44.57	26
SHPT School of Library Science, Bombay	42	4	9.52	2
SVT College of Home Science, Bombay	615	2	0.33	1
SNDT College of Arts, Bombay	2050	33	1.32	10

Table showing the different Bombay University Colleges, and in each, the percentage of married women from among whom our sample of Bombay University respondents was chosen.

Name of the College	Total No. of students	Total No. of girls students	Total No. of married girls students	Percentage of married girls students aged inst unmarried	No. on our sample
Sadhana School	N.A.*	131	52	39.69	14
St. Xavier's Inst. of Education	-do-	84	20	23.81 16.92	8
Secondary Training College	130	74	22	29.73 (74)	12
Wilson College	1184	1040	6	0.51 0.58	3
Bhavan's College, Andheri	N.A.	160	3	1.88 3.90	1
S.S. & L.S. Patkar College	410	324	16	4.94 (324)	4
R. Ruia College	N.A.	1135	2	0.18	1
Parle Tilak College	-do-	537	8	1.49 0.62	1
D.G. Ruparel College	1446	603	9	1.49 (603)	3
Elphinstone College	N.A.	592	3	0.51	1
R. Jhunjhunwalla College	-do-	239	7	2.93	2
Hazarimal Somani College	-do-	596	9	1.51	2
Khalsa College	-do-	215	4	1.86	1
Mithibai College	-do-	597	7	1.71	2
K.C. College	-do-	665	4	0.60 0.85	1
Sheth L.U. College, Andheri	471	170	4	2.35 (170)	3
Siddharth College	N.A.	N.A.	4	-	2
Kirti College	N.A.	134	3	2.24	1
Department of Sociology (Univ.)	N.A.	102	4	3.92	2
Univ. Dept. of Civics & Politics	N.A.	45	2	4.44	2

\* N.A. = Not Available.

TABLE - 3

CASTES

1. Upper Caste:

Brahmin

Somavanshiya      Khatriya      Pathre

Chandrasedviya      Kayastha      C.K.P.

Bania

Nagar

Vaidya

Pillai

2. Intormediary:

Patidar

Bhillava Bhandari

Maratha

Vaishya Vani

Lohana

Bhatia

Katchhi

Khatri

Brahma-Kshatriya

Rajput

3. Lower Castes:

Parmar

Agri

Luhar

Darji

Table showing the distribution of the respondents according to the type of work, besides house-hold work and regular study, for which they give second preference.

Work given second preference	Regular	External	Bombay Univ.	Total	Percentage
Hobby	5 (7.04)	34 (15.74)	7 (12.07)	46	13.33
Social calls	19 (26.76)	49 (22.69)	10 (17.24)	75	24.61
Going to pictures or any other entertainment	7 (9.86)	21 (9.72)	14 (24.14)	42	12.47
Extra reading	16 (22.54)	48 (22.22)	9 (15.52)	73	21.16
Accompanying husband in his social life	9 (12.68)	22 (10.19)	7 (12.07)	38	11.02
Visiting friends	5 (7.04)	23 (10.65)	2 (3.45)	30	8.70
Social work	2 (2.82)	3 (1.39)	2 (3.45)	7	2.03
Relaxing	8 (11.27)	16 (7.41)	7 (12.07)	31	8.99
Total	71 (100.01)	216 (100.01)	58 (100.01)	345	100.01

TABLE - 5

Table showing the distribution of the respondents according to the type of work activity, besides house-hold work and regular study, for which they give third preference.

Work of third preference	Regular	External	Bombay Univ.	Total	Percentage
Hobby	6 (9.84)	18 (9.00)	7 (14.89)	31	10.06
Social calls	5 (8.20)	37 (18.50)	2 (4.26)	44	14.29
Going to a picture or any other entertainment	16 (26.23)	32 (16.00)	5 (10.63)	53	17.21
Extra reading	13 (21.31)	24 (12.00)	13 (27.66)	50	16.23
Accompanying husband in social life	5 (8.20)	16 (8.00)	10 (21.28)	31	10.06
Visiting friends	5 (8.20)	26 (13.00)	6 (12.77)	37	10.06
Social work	2 (3.28)	11 (5.50)	1 (2.13)	14	4.55
Relaxing	8 (13.11)	34 (17.00)	2 (4.26)	44	14.29
*Any other	1 (1.64)	2 (1.00)	1 (2.13)	4	1.30
Total	61 (100.01)	200 (100.00)	47 (100.01)	308	100.00

\*ANY OTHER refers: Take children out for a walk, Repairing clothes, cleaning, going for Kathasravana, Sewing, others

TABLE-6

Table showing distribution of respondents according to the marital status.

Marital status	Regular students	External students	Bombay Univ. students	Total	Percentage
Married	65 (86.67)	217 (94.76)	63 (96.92)	345	93.50
Widowed	5 (6.67)	11 (4.80)	1 (1.54)	17	4.61
Separated	5 (6.67)	1 (0.44)	1 (1.54)	7	1.90
Total	75	229	65	369	

TABLE -7

Table showing the class-wise distribution of those respondents who had begun their higher education before marriage but could not continue immediately after.

Class	Respondents			Total
	Regular	External	Bombay Univ.	
Pre-University or F.Y.	0 (0.00)	1 (2.22)	0 (0.00)	1 (1.02)
F.Y.A. or Inter Arts	1 (4.55)	15 (33.33)	0 (0.00)	16 (16.33)
Jr.B.A.	0 (0.00)	8 (17.78)	1 (3.23)	9 (9.18)
Sr.B.A.	0 (0.00)	8 (17.78)	3 (9.68)	11 (11.22)
Jr.M.A.	0 (0.00)	7 (15.56)	1 (3.23)	8 (8.16)
Sr.M.A.	2 (9.09)	3 (6.67)	4 (12.90)	9 (9.18)
Dip.Ed.	1 (4.55)	0 (0.00)	2 (6.45)	3 (3.06)
B.Ed.	14 (63.63)	0 (0.00)	20 (64.52)	34 (34.70)
M.Ed.	2 (9.09)	3 (6.67)	0 (0.00)	5 (5.10)
B.Lib.	1 (4.55)	0 (0.00)	0 (0.00)	1 (1.02)
Jr.B.Sc.H.Sc.	1 (4.55)	0 (0.00)	0 (0.00)	1 (1.02)
Total	22 (100.01)	45 (100.01)	31 (100.01)	98 (99.99)

TABLE - 8

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Table showing the class-wise distribution of the respondents who begun higher education before marriage, and have continued immediately after.

Classes	Regular	External	Bombay Univ.	Total	Percentage
First Year Arts	2 (11.76)	1 (7.69)	0 (0.00)	3	6.25
Junior B.A.	2 (11.76)	4 (30.77)	3 (16.67)	9	18.75
Senior B.A.	3 (17.65)	3 (23.08)	1 (5.56)	7	14.58
Junior M.A.	1 (5.88)	2 (15.38)	2 (11.11)	5	10.42
Senior M.A.	1 (5.88)	3 (23.08)	1 (5.56)	5	10.42
Diploma in Education	0 (0.00)	0 (0.00)	3 (16.67)	3	6.25
B.Lib.Science	1 (5.88)	0 (0.00)	0 (0.00)	1	2.08
B.Ed.	6 (35.29)	0 (0.00)	8 (44.44)	14	29.17
M.Ed.	1 (5.88)	0 (0.00)	0 (0.00)	1	2.08
Total	17(100.00)	13(100.00)	18(100.01)	48	

TABLE - 9

Table showing the class-wise distribution of the respondents who have begun their higher education after marriage.

Class	Regular	External	Bombay Univ.	Total	Percentage
Pre-University or F.Y. Arts of Bombay Univ.	8 (22.22)	73 (42.69)	5 (31.25)	86	38.57
First Year Arts or Inter Arts of Bombay Univ.	5 (13.89)	39 (22.81)	3 (18.75)	47	21.08
Junior B.A.	3 (8.33)	20 (11.70)	1 (6.25)	24	10.76
Senior B.A.	3 (8.33)	15 (8.77)	2 (12.5)	20	8.97
Junior M.A.	2 (5.56)	15 (8.77)	1 (6.25)	18	8.07
Senior M.A.	0 (0.00)	6 (3.51)	0 (0.00)	6	2.69
Diploma in Education	4 (11.11)	0 (0.00)	3 (18.75)	7	3.14
B.Ed.	10 (27.78)	0 (0.00)	1 (6.25)	11	4.94
M.Ed.	1 (2.78)	3 (1.75)	0 (0.00)	4	1.79
Total	36 (100.00)	171 (100.00)	16 (100.00)	223	100.00

Table showing the distribution of the respondents according to those reasons for taking up higher education, to which they have given second priority.

Reasons given second priority	Regular	External	Bombay Univ.	Total	Percentage
It is a job requirement	8 (10.96)	24 (10.36)	4 (6.90)	36	10.23
For earning livelihood	13 (17.31)	29 (13.12)	10 (17.24)	52	14.77
For pursuing a career	4 (5.48)	3 (4.07)	9 (15.52)	22	6.25
For getting knowledge	20 (27.40)	63 (29.51)	17 (29.31)	100	28.41
For getting a degree	4 (5.48)	48 (21.72)	6 (10.35)	58	16.46
For prestige	2 (2.74)	18 (8.15)	2 (3.44)	22	6.25
Because my husband wishes it	19 (26.03)	26 (11.76)	8 (13.79)	53	15.06
Because my in-laws wish it	2 (2.74)	0 (0.00)	2 (3.44)	4	1.14
+For children	0 (0.00)	4 (1.31)	0 (0.00)	4	1.14
*Any other	1 (1.31)	0 (0.00)	0 (0.00)	1	0.28
Total	73 (100.01)	221 (100.00)	58 (99.99)	352	100.01

+For children includes the following reasons:

My education might be useful to my children

As teaching children would help to pay more attention to children.

\*Any other includes the following reasons.

To spend leisure time

My parents wish that I should study.



TABLE -11

Table showing the distribution of the respondents according to those reasons for taking up higher education, to which they have given third priority.

Reasons given third priority,	Regular	External	Bombay Univ.	Total	Percentage
It is a job requirement	10 (16.67)	22 (10.63)	3 (6.12)	35	11.08
For earning livelihood	4 (6.67)	24 (11.59)	8 (16.33)	36	11.39
For pursuing a career	7 (11.67)	25 (12.08)	5 (10.20)	37	11.71
For getting knowledge	14 (23.33)	32 (15.46)	7 (14.29)	53	16.77
For getting a degree	9 (15.00)	27 (13.04)	8 (16.33)	44	13.92
For prestige	2 (3.33)	28 (13.53)	5 (10.20)	35	11.08
Because my husband wishes it	7 (11.67)	41 (19.81)	8 (16.33)	56	17.72
Because my in-laws wish it	5 (8.33)	5 (2.42)	3 (6.12)	13	4.11
*For children	1 (1.67)	0 (0.00)	1 (2.04)	2	0.63
**Personal	0 (0.00)	2 (0.97)	0 (0.00)	2	0.63
Security for future crisis	1 (1.67)	1 (0.48)	1 (2.04)	3	0.95
Total	60 (100.01)	207 (100.01)	49 (100.00)	316	99.99

\*For children includes the following reasons:

My education might be useful to my children

As teaching children would help to pay more attention to children

\*\*Personal includes for the following reasons:

Because I want to go to Canada, To keep myself busy and

Interested in studies.

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TABLE -12

TABLE SHOWING THE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THOSE REASONS FOR LIKING THEIR STUDIES, TO WHICH THEY GIVE SECOND PREFERENCE.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
I like the course	11 (16.18)	55 (26.57)	7 (15.56)	73	22.81
I like to study	22 (32.35)	75 (36.23)	18 (40.00)	115	35.94
I find the course easy	4 (5.88)	19 (9.18)	7 (15.56)	30	9.38
I find that books in the regional languages are available	15 (22.06)	35 (16.91)	1 (2.22)	51	15.94
I get company	6 (8.82)	3 (1.45)	6 (13.33)	15	4.69
It will enable me to get a job	10 (14.71)	20 (9.66)	6 (13.33)	36	11.25
TOTAL	68(100.00)	207(100.00)	45(100.00)	320	100.01

Table-13

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Table showing the distribution of the respondents according to those reasons for liking their studies, to which they give third preference.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
I like the course	7 (12.96)	16 (8.89)	2 (6.90)	25	9.51
I like to study	6 (11.11)	33 (18.33)	4 (13.79)	43	16.35
I find the course easy	6 (11.11)	40 (22.22)	6 (20.69)	52	19.77
I find that books in the regional languages are available	17 (31.48)	50 (27.78)	1 (3.45)	68	25.86
I get company	5 (9.26)	9 (5.00)	0 (0.00)	14	5.32
It will enable me to get a job	13 (24.07)	32 (17.78)	16 (55.17)	61	23.19
Total	54(99.99)	180(100.00)	29(100.00)	263	100.00

Table -14

Table showing the distribution of the respondents according to the reasons for not liking their study to which they give second preference.

Reasons.	Regular	External	Bombay Univ.	Total	Percentage
I find that books in regional languages are not available	0	1	0	1	
I find it is difficult to keep house and study	0	1	0	1	
I feel too tired to concentrate	2	2	5	9	
Total	2	4	5	11	

The data has shown that for this question no respondents from the Regular (Students of SNDT University) and Bombay University categories not marked the third priority. There are only 2 respondents from the external students of SNDT University who have given third priority for the following reasons :

I do not get company

It will not enable me to take a job.

TABLE - 15

Table showing the distribution of the respondents according to these reasons, for liking their syllabus to which they have given second preference.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
It is useful	14 (20.29)	64 (31.22)	12 (25.00)	90	27.95
It imparts knowledge	42 (60.87)	95 (46.34)	24 (50.00)	161	50.00
It is easy to remember	4 (5.80)	19 (9.27)	3 (6.25)	26	8.07
There is no homework in it	0 (0.00)	1 (0.49)	0 (0.00)	1	0.31
There are good Teachers	4 (5.80)	0 (0.00)	8 (16.67)	12	3.73
Do not have to read many books	2 (2.90)	7 (3.41)	0 (0.00)	9	2.80
Guides are available	3 (4.35)	19 (9.27)	1 (2.08)	23	7.14
Total	69(100.01)	205(100.00)	48(100.00)	322	100.00

TABLE-16

TABLE SHOWING THE DISTRIBUTION OF THE RESPONDENTS  
ACCORDING TO THE REASONS? FOR LIKING THEIR SYLLABUS,  
TO WHICH THEY GIVE THIRD PREFERENCE.

Reasons	Regular	External	Bombay Univ.	Total	Percentage
It is useful	2 (3.70)	13 (7.88)	4 (13.33)	19	7.63
It imparts knowledge	6 (11.11)	20 (12.12)	4 (13.33)	30	12.05
It is easy to remember	9 (16.67)	40 (24.24)	5 (16.67)	54	21.69
There is no home work in it	4 (7.41)	3 (1.82)	0 (0.00)	7	2.81
There are good Teachers	19 (35.19)	12 (7.28)	14 (46.67)	45	18.07
Do not have to read many books	2 (3.70)	14 (8.48)	0 (0.00)	16	6.43
Guides are available	12 (22.22)	63 (38.18)	3 (10.00)	78	31.33
TOTAL	54 (100.00)	165 (100.00)	30 (100.00)	249	100.00

TABLE -17

Table showing the distribution of the respondents according to degree of importance attached by them to various facilities.

Degree of Importance	Regular Students	External students	Bombay Univ. students.	Total	Percentage
Of no importance	9 (16.36)	66 (32.04)	10 (18.18)	85	26.90
Of some importance	25 (45.46)	60 (29.13)	22 (40.00)	107	33.86
Of great importance	21 (38.18)	80 (38.83)	23 (41.82)	124	39.24
Total	55 (100.00)	206 (100.00)	55 (100.00)	316	100.00

TABLE-18

The data showed that 20 out of 75 regular students, 23 out of 229 external students and 10 out of 65 Bombay University students did not think it was necessary for any facilities to be given to married women.

Table showing the distribution of the respondents according to the importance attached by them to the facility (giving) of concession in home-work

Degree of importance	Regular students	External students.	Bombay Univ. students	Total	Percentage
OF no importance	17 (30.91)	104 (50.49)	24 (43.64)	145	45.89
OF some importance	28 (50.91)	61 (29.61)	20 (36.36)	109	34.49
OF great importance	10 (18.18)	41 (19.90)	11 (20.00)	62	19.62
TOTAL	55	206	55	316	

TABLE-19

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Table showing the distribution of the respondents according to the degree of importance attributed by them to the facility for making the examination programme more convenient.

Degree of importance	Regular students	External students	Bombay Univ. students	Total	Percentage.
Of no importance	11 ( 20.00)	50 (24.27)	16 (29.09)	77	24.37
Of some importance	11 (20.00)	45 (21.85)	11 (20.00)	67	21.20
Of great importance	33 ( 60.00)	109 (52.91)	28 (50.91)	170	53.80
Non-response	0 ( 0.00)	2 (0.97)	0 (0.00)	2	0.63
TOTAL	55	206	55	316	

TABLE -20

Table showing the distribution of the respondents according to the importance given by them for the facility for having guidance lectures in proximate areas.

Degree of importance	Regular students	External students	Bombay Univ. students	Total	Percentage
Of no importance	0	16 ( 7.77)	0	16	5.06
Of some importance	0	34 ( 16.50)	0	34	10.76
Of great importance	0	153 ( 74.27)	0	153	48.42
Not applicable	55 (100.00)	0 (0.00)	55 (100.00)	110	34.81
Non-response	0	3 (1.46)	0	3	0.95
Total	55	206	55	316	

TABLE -21

Table showing the distribution of the respondents according to the degree of importance attributed by them to the facility such as a nursery.

Degree of importance	Regular students	External students	Dombay Univ. students	Total	Percentage
Of no importance	20 ( 36.36)	46 (22.33)	18 (32.72)	84	26.58
Of some importance	9 (16.36)	29 (14.08)	13 (23.64)	51	16.14
Of great importance	25 ( 45.46)	129 ( 62.62)	23 (41.82)	177	56.01
Non-response	1 ( 1.82)	2 (0.97)	1 ( 1.82)	4	1.27
Total	55	206	55	316	

TABLE-22

Table showing the distribution of respondents according to the degree of importance attached by them for the facility of getting notes from professors

Degree of importance	Regular students	External students	Dombay Univer. students	Total	Percentage
Of no importance	10 ( 18.18)	10 ( 4.85)	13 (23.64)	33	10.44
Of some importance	15 (27.27)	20 ( 9.71)	18 (32.72)	53	16.77
Of great importance	30 (54.55)	176 (85.44)	24 (43.64)	230	72.79
TOTAL	55	206	55	316	



TABLE-23

Data has shown that there are 20 Regular respondents, 23 external respondents and 10 Bombay University respondents who do not think it is necessary for any special facilities to be given to married women.

(1) Table showing the distribution of the respondents according to the number of children and according to the degree of importance attached by them to the facility for a nursery.

## Regular Respondents

Number of Children	The degree of importance attached to the facility for a nursery				Total
	Of no importance	Of some importance	Of great importance	Non-response	
Nil	11 (20.00)	5 (9.09)	9 (16.36)	1 (1.81)	26 (47.27)
One	4 (7.27)	0 (0.00)	6 (10.91)	0 (0.00)	18 (18.18)
Two	4 (7.27)	1 (1.81)	8 (14.55)	0 (0.00)	13 (23.64)
Three	0 (0.00)	1 (1.81)	2 (3.64)	0 (0.00)	3 (5.45)
Four	1 (1.81)	2 (3.64)	0 (0.00)	0 (0.00)	3 (5.45)
Four & Above	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Total	20 (36.36)	9 (16.36)	25 (45.45)	1 (1.81)	55 (99.99)

TABLE-24

(2) Table showing the distribution of the respondents according to the number of children and according to the degree of importance attached by them to the facility for a nursery.

## External respondents

Number of children	The degree of importance attached to the facility for a nursery				Total
	Of no importance	Of some importance	Of great importance	Non-response	
Nil	9 (4.37)	10 (4.85)	13 (6.31)	2 (0.97)	34 (16.50)
One	11 (5.34)	4 (1.94)	36 (17.48)	0 (0.00)	51 (24.76)
Two	13 (6.31)	8 (3.88)	50 (24.27)	0 (0.00)	71 (34.47)
Three	12 (5.83)	4 (1.94)	24 (11.65)	0 (0.00)	40 (19.42)
Four	1 (0.49)	2 (0.97)	4 (1.94)	0 (0.00)	7 (3.4)
Four & Above	0 (0.00)	1 (0.49)	2 (0.97)	0 (0.00)	3 (1.46)
Total	46 (22.33)	29 (14.08)	129 (62.62)	2 (0.97)	206 (100.01)

TABLE -25

(3) Table showing the distribution of the respondents according to the number of children and according to the degree of importance attached by them to the facility for a nursery

## Bombay University respondents

Number of children.	The Degree of importance attached to the facility of a Nursery			
	Of no importance	Of some importance	Of great importance	Total
Nil	8 (14.55)	1 (1.81)	4 (7.27)	13 (23.64)
One	7 (12.73)	7 (12.73)	9 (16.36)	23 (41.82)
Two	1 (1.81)	3 (5.45)	8 (14.55)	13 (23.64)
Three	0 (0.00)	2 (3.64)	1 (1.81)	3 (5.45)
Four	1 (1.81)	0 (0.00)	0 (0.00)	1 (1.81)
Four & above	1 (1.81)	0 (0.00)	1 (1.81)	2 (3.64)
Total	18 (32.73)	13 (23.64)	23 (41.82)	55 (100.00)

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Table-26

Table showing the distribution of respondents according to the degree of worry caused if she is not getting enough time to study:

Degree of worry caused	Regular students	External Students	Bombay University students	Total	Percentage
Hardly ever worries	7 (9.33)	22 (9.61)	7 (10.77)	36	9.76
Worries a little	18 (24.00)	50 (21.83)	29 (44.62)	97	26.29
Worries a lot	50 (66.67)	157 (68.66)	28 (43.08)	235	63.69
Non Response	0 (0.00)	0 (0.00)	1 (1.54)	1	0.27
Total	75 (100.00)	229 (100.00)	65 (100.01)	369	100.01

Table -27

Table showing distribution of respondents according to the extent of worry caused in case of non-cooperation from family members

Extent to which worry caused	Regular students	External Students	Bombay Univ. students	Total	Percentage
Hardly ever worries	32 (42.67)	157 (68.56)	38 (58.46)	227	61.52
Worries a little	24 (32.00)	35 (15.28)	13 (20.00)	72	19.51
Worries lot	16 (21.33)	31 (13.54)	12 (18.46)	59	15.99
Non-response or irrelevant	3 (4.00)	6 (2.62)	2 (3.08)	11	2.98
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	100.00

Table -28

Table showing distribution of respondents according to the extent which worry caused due to the criticism of others for staying out of the home for study.

Extent to which worry caused	Regular students	External Students	Bombay Univ. Students	Total	Percentage
Hardly ever worries	56 (74.67)	196 (85.59)	52 (80.00)	304	82.38
Worries a little	8 (10.67)	14 (6.11)	7 (10.77)	29	7.86
Worries a lot	6 (8.00)	11 (4.80)	5 (7.69)	22	5.96
Non-response	5 (6.67)	8 (3.49)	1 (1.54)	14	3.79
Total	75 (100.01)	229 (99.99)	65 (100.00)	369	99.99

Table-29

Table showing the distribution of respondents according to their expectations in life for their own self:

Expectation for the self	Regular Students	External Students	Bombay Univ. students	Total	Percentage
Like to be a good house-wife	12 (16.00)	50 (21.83)	15 (23.08)	77	20.87
To be an intelligent companion to husband	12 (16.00)	35 (15.28)	9 (13.85)	56	15.18
To use my knowledge for my family	24 (32.00)	75 (32.75)	18 (27.69)	117	31.71
To use my knowledge for the welfare of society.	4 (5.33)	18 (7.86)	8 (12.31)	30	8.13
To develop my personality and individuality.	23 (30.67)	51 (22.27)	15 (23.08)	89	24.12
Total	75 (100.00)	229 (100.00)	65 (100.01)	369	100.01

Table -30

Table showing the distribution of respondents according to the expectations held by their family members for them as an educated woman.

Expectation held by others.	Regular students	External students	Bombay Univ. students	Total	Percentage
Like her to be a good housewife	22 (29.33)	81 (35.37)	30 (46.15)	133	36.04
Like her to be an intelligent companion	14 (18.67)	22 (9.61)	8 (12.31)	44	11.92
Like her to use her knowledge for the welfare of family	23 (30.67)	93 (40.61)	18 (27.69)	134	36.31
Like her to use her knowledge for the welfare of society	3 (4.00)	13 (5.68)	2 (3.08)	18	4.88
Like her to develop her personality and individuality	13 (17.33)	19 (8.30)	7 (10.77)	39	10.57
Non-response	0 (0.00)	1 (0.44)	0 (0.00)	1	0.27
Total	75 (100.00)	229 (100.00)	65 (100.00)	369	99.99

TABLE - 31

TABLE SHOWING DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR EXPECTATIONS IN LIFE AS AN EDUCATED WOMAN AND EXPECTATIONS OF THEIR FAMILY MEMBERS FOR THEM.

For Regular respondents of the SMDT University.

Expectations held by the family Members						
Expectations held by the Respondents	To be a good housewife	Intelligent companion to husband	Useful for the welfare of the family	Useful for the welfare of the society	To develop personality and individ- uality	Total
To be a good housewife	10 (13.33)	0 (0.00)	0 (0.00)	1 (1.33)	1 (1.33)	12 (16.00)
Intelligent compa- nion to husband	3 (4.00)	5 (6.67)	4 (5.33)	0 (0.00)	0 (0.00)	12 (16.00)
Useful for the welfare of family	6 (8.00)	1 (1.33)	11 (14.67)	0 (0.00)	6 (8.00)	24 (32.00)
Useful for the welfare of my society	0 (0.00)	1 (1.33)	1 (1.33)	2 (2.67)	0 (0.00)	4 (5.33)
To develop personality and individuality	3 (4.00)	7 (9.33)	7 (9.33)	0 (0.00)	6 (8.00)	23 (30.66)
Total =	22 (29.34)	14 (18.66)	23 (30.66)	3 (4.00)	13 (17.33)	75 (99.99)

$$C = 0.6677.$$

TABLE - 32

TABLE SHOWING THE DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR EXPECTATIONS IN LIFE AS AN EDUCATED WOMAN AND EXPECTATIONS OF THEIR FAMILY MEMBERS FOR THEM. (FOR EXTERNAL RESPONDENTS OF SMDT UNIVERSITY)

Expectations held by the respondents	Expectations held by family members					
	To be a good housewife	To be intelligent companion to husband	To be useful for the welfare of the family	To be useful for the welfare of the society	To develop personality & individuality	Non response
To be a good housewife	30 (13.00)	5 (2.18)	12 (5.25)	2 (0.87)	1 (0.44)	50 (21.83)
To be intelligent companion to husband	14 (6.12)	7 (3.06)	9 (3.93)	1 (0.44)	4 (1.75)	35 (15.28)
To be useful for the welfare of the family	18 (7.87)	4 (1.75)	49 (21.40)	1 (0.44)	3 (1.31)	75 (32.75)
To be useful for the welfare of the society	5 (2.18)	1 (0.44)	3 (1.31)	6 (2.62)	3 (1.31)	18 (7.86)
To develop personality & individuality	14 (6.12)	5 (2.18)	20 (8.74)	3 (1.31)	8 (3.49)	51 (22.27)
Non response	-	-	-	-	-	-
Total	81 (35.38)	22 (9.62)	93 (40.61)	13 (5.68)	19 (8.30)	229 (99.99)
C = 0.4954.						55 55

TABLE - 33

TABLE SHOWING THE DISTRIBUTION OF RESPONDENTS ACCORDING TO THE EXPECTATIONS IN LIFE AS AN EDUCATED WOMAN AND THE EXPECTATIONS OF THEIR FAMILY MEMBERS FOR THEM.

For Bombay University Respondents

Expectations held by the Respondents	Expectations held by the family members					Total
	To be good housewife	Intelligent companion to husband	Be useful for the welfare of family	Be useful for the welfare of society	To develop personality & Individuality	
To be a good housewife	13 (20.00)	2 (3.08)	0 (0.00)	0 (0.00)	0 (0.00)	15 (23.07)
Intelligent companion to her husband	6 (9.23)	1 (1.54)	1 (1.54)	0 (0.00)	1 (1.54)	9 (13.85)
Be useful for the welfare of the family	3 (4.62)	3 (4.62)	9 (13.85)	0 (0.00)	3 (4.62)	18 (27.69)
Be useful for the welfare of society	4 (6.15)	1 (1.54)	1 (1.54)	2 (3.08)	0 (0.00)	8 (12.31)
To develop personality & Individuality	4 (6.15)	1 (1.54)	7 (10.77)	0 (0.00)	3 (4.62)	15 (23.08)
TOTAL	30 (46.15)	8 (12.31)	18 (27.69)	2 (3.08)	7 (10.77)	65 (100.00)

C = 0.6214

for the total of three categories is 0.5243.



**SOCIO-ECONOMIC BACKGROUND OF MARRIED WOMEN STUDENTS  
IN THE UNIVERSITY AND THEIR EDUCATIONAL PROBLEMS**

-- Sponsored by

**S. N. D. T. Women's University**

and

**The National Council of Educational Research and Training**

**An Appeal**

The number of married women taking to higher education is slowly growing. Facilities provided by many universities to appear as external students have further enabled married women to take to higher education. It is apparent that such students have one set of responsibilities and role at home, being married, and another set of responsibilities and role as students.

This enquiry is undertaken to discover your experiences while performing the two roles. It is also intended to suggest improvements, if any, in the educational set-up to remove the difficulties which married women experience in pursuing their education.

The fruitfulness of this enquiry will depend much on your replying all questions candidly.

I may assure you that your answers will be treated as confidential.

This enquiry touches many vital aspects of your life and I am hopeful that you will spare some time for answering the questionnaire and co-operate in this important project.

**Dr. Neera Desai**  
**Coordinator Research Project.**

### Instructions to the Respondents.

1. Please read all questions carefully and answer them candidly.
2. Alternate answers have been provided for several questions. Kindly tick the relevant answer in the square provided for the answer, as shown here:  

Yes	1	<input type="checkbox"/>	No	2	<input type="checkbox"/>
-----	---	--------------------------	----	---	--------------------------
3. If a question is not applicable to you, please indicate your answer by putting a check mark in the square against the column "Not applicable."
4. There are some questions where you have to indicate your preferences or priorities. Please indicate your priority by giving numbers in the square such as 1 ☐ 2 ☐ 3 ☐ etc.
5. Married women students who are not employed should not fill in the last section 'I' at the end of the questionnaire.
6. Please answer all the questions.

This section is to be filled in by the investigator.

Name of the investigator :

Centre:

Name of the college of the Respondent:

Faculty and class of the Respondent :

Personal Data

1. Mother-tongue:

English	1 <input type="checkbox"/>	Gujarati	2 <input type="checkbox"/>	Hindi	3 <input type="checkbox"/>
Konkani	4 <input type="checkbox"/>	Marathi	5 <input type="checkbox"/>	Punjabi	6 <input type="checkbox"/>
Sindhi	7 <input type="checkbox"/>	South Indian Language.	8 <input type="checkbox"/>	Urdu	9 <input type="checkbox"/>

Any other  
(Specify)

2. Religion

Christian	1 <input type="checkbox"/>	Hindu	2 <input type="checkbox"/>	Jain	3 <input type="checkbox"/>
Muslim	4 <input type="checkbox"/>	Neo-Buddhist	5 <input type="checkbox"/>	Sikh	6 <input type="checkbox"/>
Zoroastrian	7 <input type="checkbox"/>	None	8 <input type="checkbox"/>		

3. Caste: Sub-caste

4. Marital Status

Married	1 <input type="checkbox"/>	Widowed	2 <input type="checkbox"/>	Divorced	3 <input type="checkbox"/>
Separated	4 <input type="checkbox"/>				

5. If widowed, divorced or separated, with whom do you stay at present ?

Check below:

With parents	1 <input type="checkbox"/>	With in-laws	2 <input type="checkbox"/>
Independently	3 <input type="checkbox"/>	With other relatives	4 <input type="checkbox"/>
Not applicable	5 <input type="checkbox"/>		

6. Age (completed) \_\_\_\_\_

7. Age at marriage \_\_\_\_\_

8. Age of husband at marriage

9. Type of marriage:

Religious	1 <input type="checkbox"/>	Civil	2 <input type="checkbox"/>	Both	3 <input type="checkbox"/>
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10. Married within caste ?

Yes	1 <input type="checkbox"/>	No	<input type="checkbox"/>
-----	----------------------------	----	--------------------------

If no, please specify the caste of the husband

## B. Family Background

1. No. of persons in the household including yourself
2. Head of the family (specify)
3. Data regarding persons in your household (Please give data regarding your own children in the third table below)

Table No.1

Sr. No.	Relation to Respondent	Age	Marital Status	Education	Occupation	Monthly earning
1	2	3	4	5	6	7

## 4. Place of residence of your parents:

In the same city where you are staying

1 ☐

In some other city

2 ☐

## 5. Data regarding the persons in your parent's household;

Table No.2

Sr. No.	Relation to Respondent	Age	Marital Status	Education	Occupation	Monthly earning
1	2	3	4	5	6	7

(Those who do not have children may proceed to Section C.)

6. Data regarding your children :

Table No.3

Sr.No.	Sex	Age	Education
1	2	3	4

7. In which of the following activities concerning children you devote time :

Please check below:

- Nursing & Feeding 1 ☐
- Preparing them for School 2 ☐
- Helping in studies 3 ☐
- Organising recreation for them 4 ☐

Any other (specify)

8. Do you have to pay special attention to any one of your children ?

Yes ☐ No 1 ☐

If checked yes, check below the reasons:

- Physically handicapped 2 ☐ Mentally retarded 3 ☐
- Delicate health 4 ☐

Any other (specify)

9. How much total time in a day do you spend looking after your children,

10. Besides you, who looks after your children ? Please check below:

- No body 1 ☐ Servant 2 ☐
- Member of the family 3 ☐ Member of the parent's family
- Not necessary 5 ☐

11. Do you think that the arrangement is satisfactory ?

Yes

1 ☐

No

2 ☐

C. Residential Data:

1. Nature of the house:

Owned

1 ☐

Rented

2 ☐

Lease

3 ☐

Service  
Quarters

4 ☐

Other  
(specify)

2. Type of tenament:

Chawl

1 ☐

Flat

2 ☐

Bungalow 3 ☐

Other (specify)

3. No. of Rooms (Including kitchen):

One Room

1 ☐

Two rooms

2 ☐

Three  
Rooms

3 ☐

Four Rooms

4 ☐

Five Rooms

5 ☐

Six Rooms  
and more

6 ☐

D. Home Life:

1. Please specify below the type of work you do and time taken in household work by you daily.

Table No.4

Type of work 1	Time given daily 2
1 Cooking	
2 Preparation for cooking	
3 Washing clothes	
4 Washin utensils	
5 Cleaning	
6 Water storing	
7 Household shopping	
8 Puja performance	
9. Any other (specify)	

2. How much total time is devoted to household work ?
3. How much total time is devoted to household work and looking after the children:
4. Besides you, who looks after the household work: Please check below:

No body	1 <input type="checkbox"/>	Part-time servant	2 <input type="checkbox"/>
Full-time servant	3 <input type="checkbox"/>	Member of the family	4 <input type="checkbox"/>

5. Besides household work and regular study how do you spend your time ?

Check any three in order of priority :

Hobby	1 <input type="checkbox"/>
Social calls	2 <input type="checkbox"/>
Going to picture or entertainment	3 <input type="checkbox"/>
Extra reading	4 <input type="checkbox"/>
Accompanying husband in his social life	5 <input type="checkbox"/>
Visiting friends	6 <input type="checkbox"/>
Social work	7 <input type="checkbox"/>
Relaxing	8 <input type="checkbox"/>
Any other (specify)	9 <input type="checkbox"/>

6. What specific arrangement do you make to look after your children at the time of examination ? Check below:

I invite relatives	1 <input type="checkbox"/>
I employ extra servant	2 <input type="checkbox"/>
I keep children at mother's place	3 <input type="checkbox"/>
I go to mother's place with children	4 <input type="checkbox"/>
I alone go to mother's place	5 <input type="checkbox"/>
My husband takes leave	6 <input type="checkbox"/>
I request neighbours	7 <input type="checkbox"/>
I do not make specific arrangement	8 <input type="checkbox"/>
It is not necessary	9 <input type="checkbox"/>
Any other (specify)	
Not applicable	0 <input type="checkbox"/>

7. Do you make any specific arrangement for house-work at the time of examination ? Please check your answer below:

I invite relatives 1 ☒  
 I employ extra servant : 2 ☐  
 I go to mother's place 3 ☐  
 I do not make specific arrangement 4 ☐

8. If you are staying separately how frequently do you visit your in-laws : Please check below:

Once a week 1 ☐ Once a fortnight 2 ☐ Once a month 3 ☐  
 Once a year 4 ☐ Very rarely 5 ☐ Not applicable 6 ☐

9. Have you any special responsibility towards your husband's family ?

Yes ☐ No 1 ☐

If yes, specify

10. Have you any special responsibility towards your parent's family ?

Yes ☐ No 1 ☐

If yes, specify

### E. Other Data:

1. Is your husband a member of a political party ?

Yes ☐ No 1 ☐

If yes, is he an active member ?

Yes 2 ☐ No 3 ☐

2. Are you a member of any political party ?

Yes ☐ No 1 ☐

If yes, are you an active member ?

Yes 2 ☐ No 2 ☐

3. Are you a member of any Woman's organization ?

Yes ☐ No 1 ☐

If yes, how frequently do you visit in a week ? Please check below:

Everyday 2 ☐ Thrice a week 3 ☐ Twice a week 4 ☐  
 Once a week 5 ☐ Irregular 6 ☐ Never 7 ☐



4. Are you a member of any Club ?

Yes ☐ No ☐

If yes, how frequently do you visit in a week ?

Please check below:

Every day 2 ☐ Thrice a week 3 ☐ Twice a week 4 ☐  
Once a week 5 ☐ Irregular 6 ☐ Never 7 ☐

5. Do you observe religious days ?

Yes : 1 ☐ No : 2 ☐

6. What is the basic motivation behind observing the religious days ?

1. Because there is a family tradition 1 ☐
2. For the welfare of my family members and myself 2 ☐
3. Because they give pleasure 3 ☐
4. Not applicable 4 ☐

7. Do you think your marital status affects your social relations with your unmarried class-mates ?

Yes 1 ☐ No 2 ☐ Not applicable 3 ☐

8. Do you receive any help in your studies from your unmarried class-mates ?

Yes 1 ☐ No 2 ☐ No need 3 ☐  
Not applicable 4 ☐

9. Do you read newspapers ?

Yes 1 ☐ No 2 ☐

10. Do you read magazines ? Please check your answer below:

- |                                    |                            |
|------------------------------------|----------------------------|
| Do not read magazines              | 1 <input type="checkbox"/> |
| Read religious magazines           | 2 <input type="checkbox"/> |
| Read woman's magazines             | 3 <input type="checkbox"/> |
| Read film magazines                | 4 <input type="checkbox"/> |
| Read general magazines             | 5 <input type="checkbox"/> |
| Read caste bulletins               | 6 <input type="checkbox"/> |
| Read Journals of academic interest | 7 <input type="checkbox"/> |
| Any other (specify)                |                            |

11. Do you read extra books ?

Yes ☐ No ☐ 1 ☐

If yes, check below the type of books you read:

Religious ☐ 2 ☐ Short-stories ☐ 3 ☐ Novels ☐ 4 ☐

Detective ☐ 5 ☐ Poems ☐ 6 ☐ Biographies ☐ 7 ☐

Extra books for your subjects ☐ 8 ☐

Any other: specify

#### F. Data on Education

1. When did you start your higher education ?

Before marriage ☐ 1 ☐ After marriage ☐ 2 ☐

2. If you have started your higher education after marriage, did you continue your education immediately after marriage ?

Yes ☐ 1 ☐ No ☐ 2 ☐

If you have started your higher education after marriage, please specify how many years after marriage ? .....

3. Has your education been continuous since marriage ?

Yes ☐ 1 ☐ No ☐ 2 ☐

If not, specify the reasons .....

4. How were you able to resume your studies ?

Please specify .....

5. Please mention below the names of last two examinations, the years in which you appeared and percentage of marks obtained.

Name of the Examination	Year in which you appeared	% of marks obtained				
		Less than 30%	30 to 39 %	40 to 49 %	50 to 59 %	60% and above
Last Examination						
Last but one Examination						

6. Did you have any difficulty because of which you could not fare well upto your expectations ?

Yes ☐ No ☐ 1 ☐

If yes, please check below the nature of it

Personal sickness	2	<input type="checkbox"/>
Not enough money to buy books	3	<input type="checkbox"/>
Overall not enough time to study	4	<input type="checkbox"/>
Constrained to work	5	<input type="checkbox"/>
Family illness	6	<input type="checkbox"/>
Any other family requirement	7	<input type="checkbox"/>
Any other personal reason (specify)		

7. Have you experienced any failure at the examination so far ?

No ☐ 1 ☐ Once ☐ 2 ☐ Twice ☐ 3 ☐ Thrice ☐ 4 ☐  
Four times and more ☐ 5 ☐

8. How much time do you spend in class-room, including practical work, in a day ?

2-3 hours ☐ 1 ☐ 4-5 hours ☐ 2 ☐ 6-7 hours ☐ 3 ☐  
Not applicable ☐ 4 ☐

9. How many hours do you study besides attending classes ?

Nil ☐ 1 ☐ 1-2 hours ☐ 2 ☐ 3-4 hours ☐ 3 ☐  
5 hours and more ☐ 4 ☐ Irregular ☐ 5 ☐

10. Are you satisfied with the amount of hours you spend for studies ?

Yes ☐ 1 ☐ No ☐ 2 ☐

1. Do you attend coaching classes

Yes ☐ 1 ☐ No ☐ 2 ☐

2. Do you have a special tutor ?

Yes ☐ 1 ☐ No ☐ 2 ☐

3. Do you possess all the books you need for your course ?

Yes ☐ 1 ☐ No ☐

If not, how do you manage ? Check below :

Borrow books from friends	2	<input type="checkbox"/>
Get books from the Library	3	<input type="checkbox"/>
Get books from the professors	4	<input type="checkbox"/>

- Get books from the book-bank 5 ☐
- Go without them 6 ☐
- Depend on class notes 7 ☐
14. Place of study (Do not check more than two) :
- Library 1 ☐ Home 2 ☐
- Friend's or relative's Home 3 ☐
- Public Park 4 ☐
15. Have you any special place for study in your house ?
- Yes 1 ☐ No 2 ☐
16. What time do you usually study ? Please check below:
- Early morning 1 ☐ Afternoon 2 ☐
- Early morning and afternoon 3 ☐ Late at night 4 ☐
- Afternoon and late at night 5 ☐
- Early morning and lat at night 6 ☐
- Irregular 7 ☐
17. Why do you read at that particular time ? Please check below:
- Because I am used to it 1 ☐
- Because it is more suitable 2 ☐
- Because I find quiet atmosphere 3 ☐
- Because I can concentrate 4 ☐
- Because I do not get any other time 5 ☐
- Not applicable
- (External students may proceed to question 22)
18. How do you go to college ? Check below:
- Walking 1 ☐ Cycle 2 ☐ Train 3 ☐ Bus 4 ☐
- Car 5 ☐
19. Time taken in reaching college. Please check below:
- Less than half an hour 1 ☐ Half an hour to one hour 2 ☐
- One hour to one and a half hour 3 ☐ One and a half hour to two hours 4 ☐
- Two hours and more 5 ☐

20. Do you take part in extra-curricular activities in the College ?

Yes ☐ No 1 ☐

If yes, please specify the field below:

Educational 2 ☐ Social Work 3 ☐  
Sports 4 ☐ Debating 5 ☐  
Cultural activities 6 ☐

21. Have you won any prize or honour in college ?

Yes ☐ No 1 ☐

If yes, please specify the field below:

Educational 2 ☐ Social work 3 ☐ Sports 4 ☐  
Debating 5 ☐ Cultural activities 6 ☐

22. Have you won any prize or honour in school ?

Yes ☐ No 1 ☐

If yes, specify the field below:

Educational 2 ☐ Social work 3 ☐ Sports 4 ☐  
Debating 5 ☐ Cultural Activities 6 ☐

23. Check the most applicable one to you from the following:

I am a free scholar 1 ☐

I am a part-free scholar 2 ☐

I am paying full fees 3 ☐

If checked 1 or 2 check below the source of help:

Government 1 ☐ Special Class 2 ☐  
Special Caste 3 ☐ Merits 4 ☐  
Poor student fund of the College. 5 ☐

24. If you are paying fees, who pays your fees ? Please

specify below:

Husband 1 ☐ Head of the family 2 ☐  
Parents 3 ☐ From my earnings 4 ☐  
Charity Organization 5 ☐ Not applicable 6 ☐

25. Apart from fees, do you receive any financial aid ?

Yes ☐ No 1 ☐

If yes, specify the source below:

Government 2 ☐ Parents 3 ☐  
 Caste-organization 4 ☐ Any other (specify) ☐

26. Do you receive any assistance in the form of books ?

Yes ☐ No 1 ☐

If yes, name the source below:

Government 2 ☐ Parents 3 ☐  
 Caste-organization 4 ☐ Any other (specify) ☐

27. Do you find your education expensive ?

Yes 1 ☐ No 2 ☐

G. Attitude to and opinion on Education :

1. Please give reasons for taking higher education (Not more than three in order of priority) ;

It is a job requirement 1 ☐ For earning livelihood 2 ☐  
 For pursuing a career 3 ☐ For getting knowledge 4 ☐  
 For getting a degree 5 ☐ For prestige 6 ☐  
 Because my husband wishes it 7 ☐ Because my in-laws wish it 8 ☐

Any other (Specify)

2. Who motivated you for further studies ? Mark only the most important one from the following:

Self 1 ☐ Husband 2 ☐ Parents 3 ☐  
 In-laws 4 ☐ Others (Specify)

3. Do you like your syllabus ?

Yes ☐ No 1 ☐

If yes state below the reasons (Not more than three in order of importance)

It is useful 2 ☐ It is imparting knowledge 3 ☐  
 It is easy to remember 4 ☐ There is no home work in it 5 ☐  
 There are good teachers 6 ☐ Not many books to read 7 ☐  
 Guides are available 8 ☐

4. How do you feel about your studies ? Please mark only one from the following:

Like it 1 ☐ Do not mind it 2 ☐  
 Quite burdensome 3 ☐ Like to do without it 4 ☐  
 Dislike 5 ☐

5. If marked 1 or 2 in the above question, check the reasons below ( Not more than three in order of importance) :

I like the course	1 <input type="checkbox"/>
I like to study	2 <input type="checkbox"/>
I find the course easy	3 <input type="checkbox"/>
I find that books in regional languages are available	4 <input type="checkbox"/>
I get company	5 <input type="checkbox"/>
It will enable me to get a job	6 <input type="checkbox"/>
Not applicable	7 <input type="checkbox"/>

6. If marked 3, 4 or 5 in question 4, check the reasons below (Not more than three in order of importance) :

I do not like the course	1 <input type="checkbox"/>
I do not like to study	2 <input type="checkbox"/>
I find the course difficult	3 <input type="checkbox"/>
I find that books in regional language are not available	4 <input type="checkbox"/>
I do not get company	5 <input type="checkbox"/>
It will not enable me to take a job	6 <input type="checkbox"/>
I find it difficult to keep house and study	7 <input type="checkbox"/>
Any other (specify)	8 <input type="checkbox"/>
Not applicable	9 <input type="checkbox"/>

7. In your opinion which is the convenient time for attending College ? Check below:

Morning 1 ☐ Afternoon 2 ☐ Evening 3 ☐

8. Why did you choose this University for higher education ? Please check below:

Because it is only for women	1 <input type="checkbox"/>
Because medium of instruction is mother-tongue	2 <input type="checkbox"/>
Facility to appear as an external student	3 <input type="checkbox"/>
Place and time are convenient	4 <input type="checkbox"/>
Fine arts subjects can be taken as Principal subjects	5 <input type="checkbox"/>
Degree course in Home Science and Dip. Ed. course after S.S.C. Examination are available	6 <input type="checkbox"/>
Family members, wish to send me to girls' College.	7 <input type="checkbox"/>
There was no alternative for me	8 <input type="checkbox"/>
This University caters to the cause of women's education	9 <input type="checkbox"/>

9. Do you think that joining this University has been a right decision ?

Yes 1 ☒ No 2 ☒ Cannot say 3 ☒

10. Here are types of courses thought to be suitable for a married woman. Please indicate how important is each of them for you personally ?

Table No.6

Type of courses	Of great importance 3	Of some importance 2	Of no importance 1
Training for family life			
General Education			
Training for job			

11. Do you think that special facilities should be given to married women students ?

Yes ☒ No 1 ☒

If yes, please indicate in the list below how important are they for you.

Table No. 7

Facilities	Of great importance 3	Of some importance 2	Of no importance 1
Concession in attendance of classes			
Concession in home-work			
Facility such as n nursery			
Notes from Professors			
Examination Programme more convenient			
Guidance lectures in proximate areas			



(Regular students may proceed to question 14)

12. Before getting married were you an external student ?

Yes 1 ☐ No 2 ☐

13. Why did you prefer to study as an external student after marriage ? Check the appropriate reason below:

I do not get time to attend college due to house responsibility 1 ☐

I have to take care of my children 2 ☐

I think I am too old to attend College 3 ☐

I cannot attend college because of my husband's transfer from time to time 4 ☐

I am working full-time 5 ☐

Because there is no college in proximate area where I stay 6 ☐

I do not have to pay as much fees as for a regular student 7 ☐

My husband does not like my attending College 8 ☐

I can spare my time for other activities such as sewing classes, typing classes, etc. 9 ☐

Any other (specify) .....

14. Do you think that married life creates certain difficulty in pursuing education ?

Yes ☐ No 1 ☐

If yes, what is the nature of the difficulty:

One does not get time to attend classes 2 ☐

One does not get time for homework 3 ☐

One cannot use library facilities 4 ☐

Educational demands are given secondary place in the life of a married woman 5 ☐

Study is often interrupted 6 ☐

Presence of elders in the family lends a sort of hesitance 7 ☐

15. Check below your husband's, in-laws' and parents' attitude towards your study :

Table No. 8

	Very co- operative	Co-opera- tive	Indiffe- rent	Non-co- operative	Against	Not appli- cable
Relation	1	2	3	4	5	6
A Husband						
B Father- in-law						
C Mother- in-law						
D Father						
E Mother						

16. If marked 1 or 2 for your husband's attitude, please check below the nature of co-operation:

- He prepares notes 1 ☐
- He translates portions of texts 2 ☐
- He looks after children when I study and /or when I am preparing for examination 3 ☐
- He helps in house-work 4 ☐
- He takes leave at the time of my examination 5 ☐
- He creates congenial atmosphere 6 ☐
- Not applicable 7 ☐

17. If marked 3, 4 or 5 for your husband's attitude please check below the reasons for the attitude:

- I am not able to devote time to my husband 1 ☐
- I am not able to devote time to my children 2 ☐
- I am not able to devote time to house work 3 ☐
- I neglect social obligations 4 ☐
- There is no cultural atmosphere in the house 5 ☐
- It is expensive 6 ☐
- My husband is less educated 7 ☐
- My in-laws are orthodox 8 ☐
- My health is affected 9 ☐
- My husband thinks that I will be arrogant 0 ☐
- Not applicable x ☐

18. If marked 3, 4 or 5 for your husband's or family members' attitude what kind of feelings do you experience in such a situation ? Please check only one.

I feel sorry	1	<input type="checkbox"/>
I experience tension	2	<input type="checkbox"/>
I feel frustrated	3	<input type="checkbox"/>
I feel I ought not to have decided to study	4	<input type="checkbox"/>
I feel I will be able to find some way out of the situation with help of education I have secured	5	<input type="checkbox"/>
I feel it is natural for them to behave like this but I do not mind it	6	<input type="checkbox"/>
I feel that family should not have such attitude towards my study	7	<input type="checkbox"/>
I feel like defying my family	8	<input type="checkbox"/>
I feel indifferent	9	<input type="checkbox"/>
Not applicable	0	<input type="checkbox"/>

19. When you experience such feeling what course of action do take ?

20. How far do you wish to study ? Check below

1. I would just like to finish the special course I have taken	1	<input type="checkbox"/>
2. I would like to be a graduate	2	<input type="checkbox"/>
3. I would like to proceed for post-graduate studies	3	<input type="checkbox"/>

21. Do you think that College education goes waste if an educated woman does not take an employment ?

Yes      1 ☐      No      2 ☐

22. Do you think that college education goes waste if the educated woman does not do social work ?

Yes      1 ☐      No      2 ☐

Education and Marriage:

1. Do you think that a girl should finish her education first and then get married ?

Yes      1 ☐      No      2 ☐

2. When would you have liked to get married ? Check below:

Earlier than you did get married	1	<input type="checkbox"/>
Later than you did get married	2	<input type="checkbox"/>
At the same time when you did get married	3	<input type="checkbox"/>

3. Do you think that higher education which you are receiving is possible only because you are married ?

Yes      1 ☒      No      2 ☒

4. In your opinion which type of family is congenial to married women students ?

(a) I prefer joint family (Check below the reasons)

Household work is shared      1 ☒  
 One has not to worry about children's needs      2 ☒  
 Because it is more economic to stay together      3 ☒

(b) I prefer nuclear family (Check below the reasons)

Because it provides more freedom to apply whatever one has learnt      4 ☒  
 It involves less responsibility      5 ☒  
 It permits freedom to do one's work whenever one wishes to do      6 ☒  
 It lessens conflict      7 ☒

5. Higher education to a girl helps in day-to-day life.

Do you agree ?

Yes ☒      No      1 ☒

If yes please check the following in order of priority

Home Management      2 ☒  
 Child Rearing      3 ☒  
 Spending leisure time      4 ☒  
 More intelligent adjustment in the family      5 ☒

6. As an educated woman, what would you like to do in your life ? Check one of the following:

1. I would like to be a good housewife      1 ☒  
 2. I would like to be an intelligent companion to my husband      2 ☒  
 3. I would like to use my knowledge and training for the welfare of my family      3 ☒  
 4. I would like to use my knowledge and training for the welfare of society      4 ☒  
 5. I would like to live a life where there is full scope for the development of my personality and individuality.      5 ☒

7. Read the above list once again. Indicate the expectation of your family members from you by checking below the appropriate number:

1	2	3	4	5
---	---	---	---	---

8. Almost everyone at one time or another is worried about somethings. Different people are worried about different things. Please go through the list below and check to show whether it worries you a lot, a little or does not worry you. Check only what is right for you.

Table No. 9

	Worries me a lot 3	Worries me a little 2	Hardly ever worries me 1
Not getting enough time to study			
Not getting marks upto my expectation			
Not able to do certain things for my husband			
Not able to do certain things for my children			
Not getting co-operation from family members			
For being criticized by others for staying out of home for study			

9. On balance how do you feel about your dual role ? i.e. of a married woman and of a student.....

## I. Married working women students;

## 1. Nature of work:

Teaching 1 ☐ Office work 2 ☐ Other (specify)

## 2. Hours of work (Employment) :

One hour 1 ☐ Two hours 2 ☐ Three hours 3 ☐  
 Four hours 4 ☐ Five hours 5 ☐ Six hours 6 ☐  
 Seven hours 7 ☐ More than seven hours 8 ☐

## 3. Type of work:

Part-time 1 ☐ Full-time 2 ☐

## 4. Income per month (Specify):

## 5. Did you work before marriage ?

Yes 1 ☐ No 2 ☐

## 6. When did you take your first job ? Check below:

After S.S.C. 1 ☐ After S.T.C./T.D./Dip.Ed. 2 ☐  
 During undergraduate studies 3 ☐ After B.A./B.Sc. 4 ☐  
 After B.Ed. 5 ☐ After post-graduation 6 ☐

## 7. After marriage for how many years have you been working ? (Specify) :

## 8. Who looks after your children when you go to work ?

Check below

Member of in-law's family 1 ☐  
 Member of parent's family 2 ☐  
 Servant 3 ☐  
 Neighbours 4 ☐  
 Not necessary 5 ☐  
 Not applicable 6 ☐

## 9. Why did you continue your education ? Check below:

Because I am fond of studying 1 ☐  
 Because it will give better prospects 2 ☐  
 Because it is a job requirement 3 ☐  
 Any other (specify) 4 ☐

10. Why did you take/continue the job after marriage ?

Please check the reasons below:

To avoid boredom

1 ☐

Liking for work

2 ☐

To remain independent

3 ☐

To be economically helpful to the family

4 ☐

Provides the use of my special training

5 ☐

Because I am used to working

6 ☐

Because I expect to gain certain benefits

7 ☐

as I have been working since long time

7 ☐

Security for the future crisis situation

8 ☐

Any other (specify)

11. Do you think that tasks of working in the house and earning are too much for you ?

Yes ☐ No ☐

If yes, check the reasons below:

I get exhausted

1 ☐

Because I have to neglect my social obligation

2 ☐

Because I cannot enjoy my life

3 ☐

Because I do not get help in household work

4 ☐

Because I cannot pay proper attention to my children

5 ☐

If no, specify the reasons below:

Satisfaction of financial help to the family

6 ☐

Because I receive help in household work

7 ☐

Because I could be economically independent

8 ☐

Because I do not have other responsibilities

9 ☐

Because it gives social prestige

0 ☐

I like to be active

X ☐

Because it is convenient to work

Y ☐

12. Do you get any special facilities for your studies ?

Yes

☐

No

1

☐

If yes, specify below  
Economic help

2

☐

Leave with pay

3

☐

Leave without pay

4

☐

Concession in  
attendance and  
office work

5

☐

Remarks :

Investigator's Signature

Date:

Time taken in filling  
the questionnaire.

Supervisor's Signature.



Guidelines for the interview of administrators of the Educational Institutions:

1. Name of the Educational Institution:
2. Name of the Administrators:
3. Marital status:
4. Age:
5. Education:
6. Religion:
7. Mother-tongue:
8. Age of spouse:
9. Education of spouse:
10. Did your spouse continue his/her education after marriage?  
If yes, how did you contribute to his/her success?
11. Since how long have you been working as an administrator?
12. In how many institutions have you worked in the same position prior to joining here?
13. How would you describe the economic circumstances in which you grew up?
  1. Difficult or stringent
  2. Average
  3. Well-off
  4. Varied from time to time.
14. Do the students come to talk to you freely regarding their problems?
15. Do you realise that there are married women students in your institutions? How?
16. In comparison with unmarried students, how do married women students fare in the following?
  - A. Class-attendance - As it is, more regular, less regular
  - B. Educational achievements - Does not make any different  
Better, Worse, Worst
  - C. Participation in other educational activities -  
As it is, increased, decreased,  
not willing for participation.
17. In what sort of educational matters do the married students ask for concessions?

18. What sort of reasons are offered for getting concessions in any educational matter?
  19. What attitude do you take in such cases?
  20. What are the reasons for your attitude?
  21. If you do not make any concession, how do they manage?
  22. If the concessions are granted what are the consequences?
  23. What are the counter effects on unmarried women students when concessions are granted to married women students?
  24. Do teachers treat married women students liberally?  
In what ways?
  25. Do you think that it is desirable to make allowances for her responsibility as a married women?
  26. If you are to appoint woman employee in your institution and if there are two lay applications, one married and the other unmarried and of the same qualifications, whom would you prefer?  
Why?
-

GUIDE LINES FOR THE INTERVIEW OF MOTHER-IN-LAW

1. Mother-tongue;
2. Religion:
3. Caste:                      Sub-caste:
4. Age (Completed) :
5. Age of marriage:
6. Education:
7. How much does your daughter-in-law help you in household work?
8. How do you feel about your daughter-in-law's education?

If co-operative

What is the main reason for allowing her to study?

How do you help her out in her dual role?

If non-co-operative

What is the reason for your disliking her being a student?

9. Do you think that her education comes in the way of her other responsibilities? What?
10. In your opinion, does education help a woman in day-to-day Life?
11. What was your dream of a daughter-in-law?

Do you realise your dream of a daughter-in-law in your daughter-in-law?

12. Do you experience special strain in order to facilitate your daughter-in-law in her studies?

If yes, how?

GUIDE LINES FOR THE INTERVIEW OF HUSBANDS OF RESPONDENTS

1. Mother-tongue
2. Religion
3. Caste, sub-caste
4. Age (Completed)
5. Age at marriage
6. Type of marriage
7. Married within caste?
8. Education
9. Occupation
10. Hours of work
11. Monthly income
12. How do you spend your leisure time?
13. What had been your attitude towards the education of your sister or other female relatives?
14. What is your main reason for permitting your wife to study?
15. After permitting her to get educated, what is your experience about educated women (Expectations with regard to your wife)
16. Do you think that your wife is availing herself of the opportunities you have provided?
17. How do you feel about her studies?
18. Since your wife is studying do you help her in taking care of children?  
If yes, in what way?
19. Since your wife is studying, do you need to help her in house work?  
If yes, in what way?
20. In what way do you help your wife in her studies?
21. Do you get annoyed if your wife does not co-operative with you in your activities due to pressure of studies?
22. Do you think that her education comes in the way of her other responsibilities?
23. Do you think that getting educated has helped your wife?
24. Do you think that education which she is getting is useful?
25. Do you think that it is difficult for your wife to cope up with her dual role?
26. How do other members of your household feel about your wife's education?
27. What would you have done if other members of your family were non-co-operative?
28. What are your impressions of an ideal wife? Does your wife fit into it?

GUIDELINE FOR THE INTERVIEW OF FATHER-IN-LAW

1. Mother-tongue:
2. Religion:
3. Caste:                      Sub-caste:
4. Age: (Completed)
5. Education:
6. Occupation:
7. Monthly income:
8. Education of spouse:
9. Did your wife study after marriage? :
10. What has been your attitude towards your daughter's education?
11. What is the reason for permitting your daughter-in-law to study?
12. How do you feel about her studies?
13. Do you think that your daughter-in-law is availing herself of the opportunities you have provided?
14. Do you think that her education comes in way of her other responsibilities?
15. Do you think that education which she is getting is useful?
16. What is your experience about married women students?



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All India Report on Field Studies in the Sociology of  
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4. Gross Neal, Mason & McEachern  
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5. Mechanic David, Students under stress  
The Free Press of Glencoe, (1962)
6. Merton Robert - Social Theory and Social Structure .  
The Free Press of Glencoe New York, 1957.
7. Myrdal Alva & Klein Viola, Women's Two Roles,  
Routledge & Kegal Paul. Ltd. (1968)
8. Goode William, "A Theory of Role Strain".  
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9. Marriage and Family Living, "The Married College Students,  
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May 1960, p. 122.
10. Ibid, "Leisure and marital satisfactions of college married  
couples" - Gerson Walter, Nov. 1960, p. 360.
11. Ibid "Undergraduate student marriage" - A Compilation of  
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